#### ROCKLIN UNIFIED SCHOOL DISTRICT

2615 Sierra Meadows Drive Rocklin, CA 95677

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



#### NOVEMBER 16, 2016 REGULAR MEETING AGENDA — 6:30 P.M.

- 1.0 CALL TO ORDER
- 2.0 ROLL CALL
- 3.0 PLEDGE OF ALLEGIANCE
- 4.0 SPECIAL RECOGNITIONS/PRESENTATIONS
  - 4.1 RUSD Family Partners in Education (Presenter: Diana Capra)
- 5.0 <u>AUDIENCE/VISITORS PUBLIC DISCUSSION</u> This agenda item is included to give anyone in attendance an opportunity to ask questions or discuss non-agenda items with the Board of Trustees. The Board is not permitted to deliberate or take action on non-agenda items, but may refer the matter to a staff member for follow up. There is a three-minute time limit per person. A complaint about a specific employee of the District shall be made to that employee's immediate supervisor or the principal as required by Administrative Regulation 1312.1.
- 6.0 COMMENTS FROM STUDENT REPRESENTATIVE
- 7.0 COMMENTS FROM BOARD AND SUPERINTENDENT
- 8.0 ACTION ITEMS CONSENT CALENDAR (REQUIRES SINGULAR ROLL CALL VOTE) All matters listed under the Consent Calendar are to be considered routine and will be enacted by one motion followed by a roll call vote. There will be no separate discussion of these items unless the Board of Trustees, audience, or staff request specific items to be removed from the Consent Calendar for separate discussion and action. Any agenda items removed will be voted upon following the motion to approve the Consent Calendar.
  - 8.1 APPROVE BOARD MINUTES Request to approve Board minutes.
    - 8.1.1 October 19, 2016
  - 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 BILL WARRANTS Request to approve Bill Warrants. (Barbara Patterson)
  - 8.5 **APPROVE MONTHLY ACCOUNT SUMMARIES** Request to approve monthly account summaries. (Barbara Patterson)
  - 8.6 ACCEPT DONATIONS Request to accept District donations. (Barbara Patterson)

- 8.7 APPROVE MEMORANDUM OF UNDERSTANDING BETWEEN ROCKLIN
  TEACHERS PROFESSIONAL ASSOCIATION (RTPA) AND ROCKLIN UNIFIED
  SCHOOL DISTRICT AND REVISED CERTIFICATED SALARY SCHEDULE Request
  to approve Memorandum of Understanding between RTPA and District and revised certificated
  salary schedule: (Colleen Slattery)
- 8.8 APPROVE REVISED ROCKLIN UNIFIED SCHOOL DISTRICT ACCOUNTANT JOB DESCRIPTION Request to approve revisions to proposed RUSD Accountant job description. (Colleen Slattery)
- 8.9 APPROVE BOARD POLICIES (BP) & ADMINISTRATIVE REGULATIONS (AR) Request to approve the following revised Board Policies and Administrative Regulations. (Kathy Pon)
  - 8.9.1 BP 1312.3 Uniform Complaint Procedures (Revised) 8.9.2 AR 1312.3 **Uniform Complaint Procedures (Revised)** 8.9.3 BP 6173 Education for Homeless Children (Revised) Education for Homeless Children (Revised) 8.9.4 AR 6173 Education for Foster Youth (Revised) 8.9.5 BP 6173.1 AR 6173.1 **Education for Foster Youth (Revised)** 8.9.6
- 9.0 <u>ACTION ITEMS REGULAR AGENDA</u> Protocol for action items include a staff presentation, questions from the Board, public input, closing of public input, deliberation by the Board, and voting by the Board. During public input there will be a three-minute time limit per person.
  - 9.1 APPROVE ROCKLIN UNIFIED SCHOOL DISTRICT ANNUAL AND FIVE YEAR DEVELOPER FEE REPORT Request to approve Rocklin Unified School District Annual and Five Year Developer Fee Report. (Craig Rouse)
  - 9.2 ACCEPT 2016-17 INITIAL CONTRACT PROPOSAL FROM CALIFORNIA PUBLIC SCHOOL EMPLOYEES ASSOCIATION (CSEA) AND SET PUBLIC HEARING FOR DECEMBER 14, 2016 Request to accept District and CSEA initial contract proposal for 2016-17 and schedule a Public Hearing for December 14, 2016. (Colleen Slattery)
  - 9.3 SET DATE FOR ANNUAL SCHOOL BOARD ORGANIZATIONAL MEETING Request to approve December 14, 2016 as the Annual School Board Organizational Meeting. (Roger Stock)
  - 9.4 APPROVE BOARD POLICIES (BP) & ADMINISTRATIVE REGULATIONS (AR) Request to approve the following Board Policies and Administrative Regulations. (Craig Rouse)

9.4.1 BP 3515 Campus Security – New

9.4.2 AR 3515.1 Camera Surveillance – New

9.4.3 AR 3543.1 Transportation Services Cameras – Revised

#### 10.0 **INFORMATION AND REPORTS**

- 10.1 SURVEY RESULTS REGARDING INTEREST IN CONSIDERING LATER START TIME FOR HIGH SCHOOLS (Kathy Pon)
- 10.2 **RUSD STRATEGIC PLAN UPDATE** (Kathy Pon)
- 10.3 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) UPDATE (Kathy Pon)
- 10.4 **COLLEGE READINESS BLOCK GRANT** (Kathy Pon)
- 11.0 **PENDING AGENDA** This is the time to place future items on the Pending Agenda.

- 12.0 **CLOSED SESSION** The Board will adjourn to closed session regarding the following matters.
  - 12.1 Conference with Legal Counsel Anticipated and Existing Litigation as authorized by Government Code section 54956.9
  - 12.2 Public employee discipline/dismissal/release pursuant to Government Code section 54957
  - 12.3 Conference with Labor Negotiators as authorized by Government Code Section 54957.6

    District Representative(s): Roger Stock, Superintendent

Barbara Patterson, Deputy Superintendent, Business and

**Operations** 

Colleen Slattery, Assistant Superintendent, Human Resources

- 13.0 RECONVENE TO OPEN SESSION
- 14.0 REPORT OF ACTION TAKEN IN CLOSED SESSION
- 15.0 ADJOURNMENT

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

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

NEXT REGULARLY SCHEDULED BOARD MEETING: DECEMBER 14, 2016, 6:30 P.M.



### **DECLARATION OF POSTING**

#### ROCKLIN UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES

#### REGULAR MEETING AGENDA

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

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

**Date of Posting:** 

**Place Posted:** 

November 10, 2016

2615 Sierra Meadows Drive Rocklin, CA 95677

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

Executed on the 10th day of November 2016 in Rocklin, California.

Brenda Meadows
Executive Assistant

Rocklin Unified School District

#### ROCKLIN UNIFIED SCHOOL DISTRICT

#### **BOARD AGENDA BRIEFING**

SUBJECT: **RUSD Family Partners in Education** 

DEPARTMENT: Office of the Chief of Communications and Community Engagement

#### Background:

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

#### Status:

Granite Oaks Middle School (GOMS) is proud to honor the Bezanson Family for all of their contributions to the school and community. Mom Tammi and her family have contributed greatly to the success of GOMS over the last three years. Tammi fearlessly volunteered to become a Granite Oaks Parent Falcon Club (PFC) member even before her son began attending classes at GOMS. At the time, the PFC was in desperate need of parents to step in and take over the leadership roles.

Tammi not only stepped into becoming a PFC member, but volunteered to become the PFC President. Thankfully, Tammi jumped into the role with both feet and never looked back. She has been responsible for over seeing or running pledge drives, fundraisers, 8th grade promotion dances, monthly meetings, PFC finances, and teacher appreciation. Under Tammi's watch, the Granite Oaks Middle School Parent Falcon Club has raised over \$40,000 dollars that has helped support many facets of the school. The money raised by Tammi and the PFC has been used to fund clubs, purchase computers and Chrome books for classroom use, and to support staff appreciation activities. Tammi's hard work with PFC has truly made a positive difference and a helped make GOMS a wonderful place for students to learn and grow.

Meantime, GOMS 8th grader Luke Bezanson is a wonderful student that was recently celebrated as October's Student of the Month for the Quest Academy. He embodies the ideals of Positive Behavioral Interventions and Supports (PBIS) with his classmates, is an extremely hard worker, and is a member of the GOMS Cross Country Team. Luke is a fantastic and creative student who is well liked by his peers and teachers and is maintaining a 4.0 grade point average.

#### Presenter(s):

Diana Capra, Chief of Communications and Community Engagement Jay Holmes, Principal, Granite Oaks Middle School

#### **Financial Impact:**

Current year: Donated gifts include a dozen cookies from Cookie Connection, a cake from

Nothing Bundt Cakes and 3 Ice Cream certificates to Leatherbys.

Future years: N/A Funding source:

N/A

#### Materials/Films:

None

#### **Other People Who Might Be Present:**

Tammi Bezanson (Mom), Kyle Bezanson (Dad), Luke Bezanson (8th grade)

#### **Allotment of Time:**

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

#### **Packet Information:**

None

#### Recommendation:

Special Recognition Item Only

Item 8.1 CONSENT November 16, 2016

#### ROCKLIN UNIFIED SCHOOL DISTRICT

2615 Sierra Meadows Drive Rocklin, CA 95677

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



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

1.0 <u>CALL TO ORDER</u> – Vice President Camille Maben called the meeting of the Rocklin Unified School District Board of Trustees to order at 6:30 P.M., October 19, 2016, in the District Administration Office located at 2615 Sierra Meadows Drive, Rocklin, CA, 95677. A quorum was established.

2.0 ROLL CALL

**Trustees Present:** 

Camille Maben, Vice President

Susan Halldin, Clerk Todd Lowell, Member

Trustees Absent:

Greg Daley, President

Wendy Lang, Member

Administrative Staff: Roger Stock, Superintendent; Kathleen Pon, Deputy Superintendent Educational Services; Barbara Patterson, Deputy Superintendent Business and Operations; Colleen Slattery, Assistant Superintendent, Human Resources; Craig Rouse, Senior Director Facilities and Operations; Karen Huffines, Director Elementary Programs and School Leadership; Marty Flowers, Director Secondary Programs and School Leadership; Tammy Forrest, Director of Special Education and Support Programs; Mike Fury, Chief Technology Officer; Diana Capra, Chief of Communications and Community Engagement; Kathy Goddard, Principal Cobblestone Elementary School; Brenda Meadows, Recorder.

3.0 <u>PLEDGE OF ALLEGIANCE</u> – Trustee Todd Lowell and the Whitney High School AFJROTC Color Guard led the Board and audience in the Pledge of Allegiance.

#### 4.0 SPECIAL RECOGNITIONS/PRESENTATIONS

- 4.1 RUSD Family Partners in Education Diana Capra, Chief of Communications and Community Engagement, and Kathy Goddard, Principal Cobblestone Elementary, introduced the Mazon family and recognized the family's strong support of the Cobblestone Elementary community and the impact they have had on the school by giving of their time, energy, and passion. The Rocklin Unified School District and Board of Trustees recognizes that family engagement and involvement equals student success and expressed gratitude for their service.
- 4.2 Honoring Rocklin Police Chief Ron Lawrence Trustees and Superintendent Stock recognized Rocklin Police Chief Ron Lawrence for his outstanding leadership and partnership with RUSD. His dedication and modeling of empathy, integrity and compassion leave a lasting impression on the community and youth of Rocklin.
- 5.0 <u>AUDIENCE/VISITORS PUBLIC DISCUSSION</u> Camille Maben welcomed all visitors and invited them to speak on agenda items at the conclusion of the Board's discussion. She also invited visitors to speak at this time regarding non-agenda items, noting a three minute time limit per person.

Public Comment: Colleen Crowe, Rocklin Teachers Professional Association (RTPA) President, thanked Police Chief Ron Lawrence for his hard work in the community and at the high schools, and recognized his dedication to student programs and appointment of high quality School Resource Officers at high schools. Crowe also thanked Trustees for recognizing RUSD Family Partners in Education at Board Meetings and thanked staff at the RUSD District Office for staff for their continued support of RTPA.

- 6.0 **COMMENTS FROM STUDENT REPRESENTATIVE** No student comments were made.
- 7.0 COMMENTS FROM BOARD AND SUPERINTENDENT Susan Halldin shared that she has enjoyed visiting the majority of schools this semester and recently appreciated observing the Chinese student delegation assembly at Sunset Ranch Elementary and the wonderful cultural experience they shared with students and staff. Halldin also enjoyed seeing the good work happening at Valley View Elementary's "21 Commons Learning Center." In addition, Halldin thanked staff for their efforts in planning the upcoming Unified Soccer Tournament where several high schools from surrounding districts will participate.

#### 8.0 <u>ACTION ITEMS - CONSENT CALENDAR</u>

- 8.1 **APPROVE BOARD MINUTES** Request to approve Board minutes. 8.1.1 September 21, 2016
- 8.2 APPROVE CLASSIFIED PERSONNEL REPORT Request to approve personnel items included on the Classified Personnel Report. (Colleen Slattery)
- 8.3 APPROVE BILL WARRANTS Request to approve Bill Warrants. (Barbara Patterson)
- 8.4 **APPROVE MONTHLY ACCOUNT SUMMARIES** Request to approve monthly account summaries. (Barbara Patterson)
- 8.5 ACCEPT DONATIONS Request to accept District donations. (Barbara Patterson)
- 8.6 **BUDGET REVISIONS** Request to approve budget revisions. (Barbara Patterson)
- 8.7 APPROVE THIRTEEN SPECIAL EDUCATION MEMORANDUMS OF UNDERSTANDING (MOU) Request to approve thirteen special education Memorandums of Understanding. (Tammy Forrest)
- 8.8 APPROVE MEMORANDUM OF UNDERSTANDING (MOU) FOR SPECIAL EDUCATION AIDE Request to approve Special Education Memorandum of Understanding for Special Education aide. (Tammy Forrest)
- 8.9 APPROVE TEXTBOOK ADOPTION REQUEST FOR ADVANCED PLACEMENT (AP) TEXTBOOKS Request to approve textbook adoption request for Advanced Placement textbooks. (Kathy Pon)
- 8.10 APPROVE QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS Request to approve Quarterly Report on Williams Uniform Complaints for the quarter ending in September 30, 2016. (Kathy Pon)
- 8.11 APPROVE STRATEGIC PLANNING CONTRACT—Request to approve contract with The Cambrian Group for Strategic Planning services. (Roger Stock)

8.12 **APPROVE STIPULATED EXPULSION(S)** – Request to approve agreement and stipulated expulsion(s) for Student No. 101916-01 and Student No. 101916-02. (Kathy Pon)

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

#### 9.0 ACTION ITEMS - REGULAR AGENDA

9.1 HOLD PUBLIC HEARING AND APPROVE EQUITY OF TIME GENERAL WAIVER REQUEST FOR TRANSITIONAL KINDERGARTEN - Kathy Pon, Deputy Superintendent, Education Services, requested to hold a public hearing and approve equity of time general waiver request for transitional kindergarten.

A Public Hearing was held. Hearing no comments from the public, Vice President Maben closed the Public Hearing.

Following this a MOTION was made by Todd Lowell and seconded by Susan Halldin to approve equity of time general waiver request for transitional kindergarten. Motion passed unanimously.

9.2 APPROVE BOARD POLICIES (BP) & ADMINISTRATIVE REGULATIONS (AR) – Request to approve revisions to the following Board Policies and Administrative Regulations. (Barbara Patterson)

(		
9.2.1	BP 3000	Concepts and Rules - Revised
9.2.2	AR 3310	Purchasing Procedures – Revised
9.2.3	BP 3311	Bids – Revised
9.2.4	AR 3311	Bids – Revised
9.2.5	BP 3312	Contracts - Revised
9.2.6	AR 3314	Payment for Goods and Services – Revised
9.2.7	AR 3320	Claims and Actions Against the District – Revised
9.2.8	BP 3452	Student Activity Funds – Revised

Following this a MOTION was made by Susan Halldin and seconded by Todd Lowell to approve revisions to above Board Policies and Administrative Regulations. Motion passed unanimously.

#### 10.0 **INFORMATION AND REPORTS**

10.1 CALIFORNIA'S NEW ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT SYSTEM – Kathy Pon, Deputy Superintendent, Educational Services, and Melanie Patterson, LCAP Program Specialist, shared a report and overview of California's New Accountability and Assessment of Student Performance and Progress (CAASPP) for continuous improvement. This methodology was approved by the State Board of Education in September, 2016 to calculate the performance of five state indicators within California's accountability and continuous improvement system. The CAASPP system replaced the former State's Academic Performance Indicator (API) and aligns with the State Local Control Accountability Program (LCAP) priority indicators, incorporating the process for planning and evaluation of progress through the adoption of a state model of practices for LCAP. Included in the report were two indicator components of the California accountability model: status and change. Examples of Rocklin's recent performance using indicators within this model were presented along with suggested next steps to support systems at the site and district levels to ensure continuous improvement.

Comments: Susan Halldin thanked Pon and Patterson for their presentation and overview and suggested a future workshop if Trustees are interested. Halldin asked how local indicator

measures were comparable across different Districts as each develops their own indicators. Pon responded that the "state provides suggested assessment tools to provide consistent results for comparison." Halldin asked if the "dashboard" was part of the Local Control Funding Formula (LCFF) rubrics. Pon stated "yes." Trustees Halldin and Lowell noted the information shared in regards to college and career preparedness measurements and the standards outlined that now reflect how preparedness can be measured both qualitatively and quantitatively (ie: CTE, Dual Enrollment, diplomas). Lowell stated this will be an area for the District to look closely at as far as how high schools offer courses for students (ie: CTE, electives and pathways). Superintendent Stock stated that these College and Career measurements are helpful in making sure students are prepared for credit bearing work in both college and in the work force. Making the measurements more robust, in comparison to the old measurement of just a diploma that reflects minimal requirements, has been a positive improvement. Camille Maben shared that this new evolved process of multiple measurement indicators is a much better way to measure student success state wide. Maben noted that input from the State Superintendent of Public Education Task Force on Accountability, that she served on, is reflected in the new California Accountability System. Maben stated it will be important to clearly communicate and explain this new CAASPP data to parents and the community, being very intentional in explaining "what the data means and how it is built into what we are doing for students."

- 11.0 **PENDING AGENDA** No items were placed on the Pending Agenda.
- 12.0 <u>CLOSED SESSION</u> Vice President Maben adjourned the meeting to closed session at 7:55 P.M. regarding the following matters:
  - 12.1 Conference with Legal Counsel Anticipated and Existing Litigation as authorized by Government Code section 54956.9
  - 12.2 Public employee discipline/dismissal/release pursuant to Government Code section 54957
  - 12.3 Conference with Labor Negotiators as authorized by Government Code Section 54957.6 District Representative(s): Roger Stock, Superintendent

Kathy Pon, Deputy Superintendent, Educational Services Barbara Patterson, Deputy Superintendent, Business and Operations

Colleen Slattery, Assistant Superintendent Human Resources

- 12.1 Public Employee Performance Evaluation as authorized by Government Code 54957. Position: Superintendent
- 13.0 **RECONVENE TO OPEN SESSION** Vice President Maben 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** Vice President Maben adjourned the meeting at 9:50 P.M.

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

# ROCKLIN UNIFIED SCHOOL DISTRICT **BOARD OF TRUSTEES**

REGULAR MEETING 6:30 P.M.

# ATTENDANCE SIGN-IN SHEET

Wednesday, October 19, 2016

NAME	AFFILIATION  (site name/position, parent, community organization, etc.)	CONTACT INFORMATION (email and/or phone)
Colleen Crowe	ROPA/ Buent 1248	Crowde 12. Crae. US
Toni Jasinsla	teacher /cs	
Calmi Bardet	teacher/cs	
Ron & Jenn Yerlaurence	ROCKIM POlice	ron lawrence you cin . Ca. 45
Kashy Turner	parent	
Diane, Prince	cabblestone	
Muchele Schuel	and U	A Schuetzshelle e gman
Hana Richardson	Sae State Student	
	1866	M
N		SE
	A THE STREET	
Educa	tional Excel	lence
	ign_in sheet is voluntary and will be include	

#### **CERTIFICATED/MANAGEMENT PERSONNEL REPORT**

#### **RESIGNATION/RETIREMENT:**

- 1. Shelley Chappell, 1.0 FTE District Librarian, resignation 11/4/16
- 2. Cynthia Osborn, 0.50 FTE School Psychologist, resignation 10/31/16

#### **CLASSIFIED PERSONNEL REPORT**

#### **RESIGNATIONS/RETIREMENT:**

- 1. Stacy Velasquez, Clerk, District Office, Resigned, 10/28/16
- 2. Patrice Santos, Nutrition Services Worker I, Resigned, 10/25/16
- 3. Toni Edgerton, Accountant, District Office, Resigned, 11/4/16
- 4. Kristin Sahl, Special Ed Instructional Aide II, Valley View Elementary, Resigned, 11/10/16
- 5. Jeremy Dowd, Discipline Tech, Rocklin High School, Resigned, 10/25/16
- 6. Wendy Duggan, Accountant, District Office, Resigned, 11/25/16
- 7. Suzy Ferrari-Nugent, Library Aide, Victory High School, Resigned, 11/15/16

#### **NEW HIRES FOR 2016-17:**

- 8. Nikole Albin, Instructional Aide, Sunset Ranch Elementary, 10/11/16
- 9. Janis Wuelfing, Special Ed Instructional Aide I, Valley View Elementary, 10/11/16
- 10. Amy Cherwin, Library Aide, Breen Elementary, 10/14/16
- 11. Zachary Dumas, Special Ed Instructional Aide I, Spring View Middle School, 10/17/16
- 12. Pamela Canlas, Instructional Aide, Twin Oaks Elementary, 10/18/16
- 13. Mathew Shewcraft, Groundskeeper I, Maintenance & Grounds, 10/17/16
- 14. David Seguine, Bus Driver, Transportation Department, 10/14/16
- 15. Patricia "Trish" Caspers-Ross, Library Aide, Valley View Elementary, 10/27/16
- 16. Keegan Fregeau, Special Ed Instructional Aide II, Spring View Middle School, 10/24/16
- 17. Jacqueline Cook, Special Ed Instructional Aide II, Antelope Creek Elementary, 10/25/16
- 18. Lynn Harsch, Special Ed Instructional Aide II, Antelope Creek Elementary, 10/15/16
- 19. Joy Lynn Kennison, Special Ed Instructional Aide II, Rocklin High School, 10/25/16
- 20. Kimberly Clementi, Special Ed Instructional Aide II, Rocklin High School, 10/26/16
- 21. Roy VanKempen, Bus Driver, Transportation Department, 10/31/16
- 22. John Marroquin, Jr., Computer Center Tech, Ruhkala Elementary, 11/7/16

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23. Lisa Lombard, Instructional Aide, Twin Oaks Elementary, 8/22/16

#### **RECLASSIFICATIONS/CHANGE IN HOURS:**

- 24. Gina Barragan, Health Aide, Spring View Middle School, Increase in hours, 10/5/16
- 25. Mariah Breckenridge, Bus Driver, Transportation Department, Decrease in hours, 10/4/16
- 26. Pamela Brooks, Bus Driver, Transportation Department, Decrease in hours, 10/4/16
- 27. Cheryl Brouhard, Bus Driver, Transportation Department, Decrease in hours, 10/4/16
- 28. Dave Farley, Bus Driver, Transportation Department, Decrease in hours, 10/4/16
- 29. Kristina Hansen, Bus Driver, Transportation Department, Decrease in hours, 10/4/16
- 30. Barbara Holbrook, Bus Driver, Transportation Department, Decrease in hours, 10/4/16
- 31. William Skaar, Bus Driver, Transportation Department, Increase in hours, 10/4/16
- 32. Donna Stricklin, Bus Driver, Transportation Department, Increase in hours, 10/4/16
- 33. Cheng Vang, Bus Driver, Transportation Department, Decrease in hours, 10/4/16
- 34. Connie McElhany, Instructional Aide Crossing, Antelope Creek, Decrease in hours, 8/16/16
- 35. Sushma Boyapati, Instructional Aide, Sunset Ranch Elementary, Increase in hours, 10/24/16
- 36. Cynthia Bradley, Instructional Aide PE, Twin Oaks Elementary, Increase in hours, 10/26/16

DATE: 11/16/16 Page 2

# 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	e District to bring all donations to the Board on a monthly basis.
Presenter:	
Barbara Patterson, D	eputy Superintendent, Business & Operations
Financial Impact:	
Current year:	\$6,395.00
Future years: Funding source:	Local sources
Materials/Films:	
None	
Other People Who N	flight Be Present:
None	
Allotment of Time:	
Check one of the follo	owing: [X] Consent Calendar [ ] Action Item [ ] Information Item
Packet Information:	
List of donations	
Recommendation:	
Staff recommends ac	ccepting donations.

# **DONATIONS /November 16, 2016**

Date	Donor	Donation	Comment/Purpose	School Site
10/21/2016	Dutch Brothers Coffee	\$2,560.00	Support for needy families	District Office
10/1/2016	Roebbelen Contracting, Inc.	\$500.00	Back-to-School BBQ	District Office
10/1/2016	Wells Fargo Bank	\$3,000.00	Professional Learning Fest	District Office
10/2/2016	Wells Fargo Matching Program	\$105.00	On behalf of Tracy Gorman	Antelope Creek
10/29/2016	Network for Good	\$150.00		Breen
10/7/2016	AT&T Employee Giving Program	\$40.00	On behalf of Jennifer Huston	Valley View
10/28/2016	Jennifer Huston	\$40.00	AT&T Giving Program	Valley View
	Total	\$6,395.00		

#### ROCKLIN UNIFIED SCHOOL DISTRICT

#### **BOARD AGENDA BRIEFING**

SUBJECT:

Approve Memorandum of Understanding between Rocklin Teachers Professional

Association (RTPA) and Rocklin Unified School District and Revised Certificated

Salary Schedule

DEPARTMENT:

Office of the Assistant Superintendent, Human Resources

#### **Background:**

Based on recent discussion with RTPA and District Leadership, the District has agreed to changes on years of service movement on the RTPA Certificated salary schedule.

#### Status:

Both parties agreed to the revisions regarding years of service movement on the RTPA Certificated salary schedule. Applicable certificated salary schedule has been revised to reflect the changes outlined above.

#### Presenter:

Colleen Slattery, Assistant Superintendent, Human Resources

#### **Financial Impact:**

Current year:

\$54,640.00 (One-time cost)

Future years:

Ongoing cost as employees move on the salary schedule in future years

Funding source:

General Fund

#### Materials/Films:

None

#### **Other People Who Might Be Present:**

None

#### **Allotment of Time:**

Check one of the following:

[X] Consent Calendar [ ] Action Item [ ] Information Item

#### **Packet Information:**

Memorandum of Understanding (MOU) between RTPA and District and proposed Certificated salary schedule.

#### Recommendation:

Staff recommends approval of the Memorandum of Understanding between RTPA and District and revised Certificated salary schedule.

# Memorandum of Understanding Between Rocklin Teachers Professional Association And

Rocklin Unified School District Regarding Grievance – Movement on the Salary Schedule

The parties agree to resolve the above referenced Grievance as follows:

- 1. The Certificated Salary Schedule shall be revised so that all cells are filled in and the columns are re-titled Y and A through F as illustrated on Attachment 1.
- 2. All current RTPA members will be moved to the salary placement corresponding with their years of service.
- 3. The District will make adjustments in salary for 2014-15, 2015-16, and 2016-17, with checks issued to make affected employees whole.
- 4. This MOU shall fully resolve the grievance filed on April 1, 2016 and shall be binding on RTPA to bar any additional contractual grievances based on this issue. RTPA agrees to cease any and all current legal proceedings to resolve this issue.
- 5. This MOU is subject to Approval of the RTPA Executive Board.

Attachment 1 - Revised Certificated Salary Schedule

May Dich	Collan Sattery
Mary Dick, RTPA Grievance Chair	Colleen Slattery, Assistant Superintendent, HR
Date: 11/02/14	Date: 11. Z.14

APPENDIX "C"

#### ROCKLIN UNIFIED SCHOOL DISTRICT Certificated Salary Schedule



STEP	Emergency /Intern (Y)	Α	В	С	D	E	F
1	38,599	45,253	45,586	45,921	46,252	46,586	48,217
2	40,597	45,921	46,252	46,586	46,919		50,971
3	42,593	46,586	46,919	47,253			53,726
4	42,593	47,253	47,583	51,246	53,665	56,083	58,046
5	42,593	48,418	50,839	53,259	55,678	58,101	60,135
6	42,593	48,418	52,857	55,279	57,697	60,118	62,222
7	42,593	48,418	54,874	57,299	59,715	62,135	64,310
8	42,593	48,418	56,891	59,310	61,733	64,155	66,401
9	42,593	48,418	58,914	61,330	63,749	66,172	68,488
10	42,593	48,418	60,926	63,347	65,767	68,191	70,578
11	42,593	48,418	60,926	65,365	67,782	70,208	72,665
12	42,593	48,418	60,926	65,365	69,803	72,221	74,749
*13	42,593	48,418	60,926	65,365	71,479	75,271	77,906
16	42,593	48,418	60,926	65,365	73,205	78,529	81,277
19	42,593	48,418	60,926	65,365	75,869	81,192	84,034
22	42,593	48,418	60,926	65,365	75,869	85,184	88,166
25	42,593	48,418	60,926	65,365	75,869	89,178	92,299

#### Emergency/

Intern (Y) Emergency/Intern credential or permit

- A BA or BS degree
- B BA or BS degree plus fifteen (15) graduate units
- C BA or BS degree plus thirty (30) graduate units
- D BA or BS degree plus forty-five (45) graduate units completed or MA or MS degree
- E BA or BS degree plus sixty (60) graduate units or a MA or MS plus fifteen (15) graduate units
- F BA or BS degree plus seventy-five (75) graduate units or a MA or MS plus thirty (30) graduate units

#### \$952 - Stipend for MA or MS or \$1,390 for Ph.D./Ed.D.

Adopted: October 15, 2008; Effective January 1, 2009

Revised: May 29, 2009; Effective: July 1, 2009 (reduced to 182 work days)

Revised: May 4, 2011; Effective July 1, 2011 (updated period for new academic year use)

Revised: August 3, 2011; Effective July 1, 2011 (Changed to 184 work days)

Revised: September 21, 2011; Effective July 1, 2011 (Changed to 186 work days)

Revised: April 23, 2014 reflects 4% increase on steps/stipends for 2013-14

Revised: May 20, 2015 reflects 5% increase for 2014-15 on steps retro to July 1, 2014

Revised: May 20, 2015 reflects 1% increase for 2015-16 on steps/stipends plus new column VI effective July 1, 2015

Revised: September 1, 2015 reflects increasing class VI from 1.75% to 3.5% effective July 1, 2015 (Column VI fully funded October 31, 2015)

Revised: November 16, 2016 reflects changing titles from Class 1, 2 etc to A, B C and populating empty cells

<sup>\*</sup> Maximum entry level for out-of-district experience

#### **ROCKLIN UNIFIED SCHOOL DISTRICT**

Item 8.8 CONSENT November 16, 2016

#### **BOARD AGENDA BRIEFING**

SUBJECT:	Approve I	Revised Accountant Job De	escription	
DEPARTMENT:	Office of t	he Assistant Superintender	nt, Human Resources	3
Background:				
and determined tl	ne need to i		description to match	e Accountant job description current staff responsibilities.
Status:				
		r Accountant was last upd revised to reflect current s		n 2008. The Accountant job
Presenter:				
Colleen Slattery, A	Assistant Su	perintendent, Human Reso	urces	
Financial Impact	:			
Current year: Future years: Funding source:	N/A N/A N/A			
Materials/Films:				
None				
Other People Wh	o Might Pre	esent:		
None				
Allotment of Tim	e:			
Check one of the following:		[X] Consent Calendar	[ ] Action Item	[ ] Information Item

#### **Packet Information:**

Proposed revised Accountant job description.

#### Recommendation:

Staff recommends approval of the proposed revised Accountant job description, effective November 17, 2016.

# **Rocklin Unified School District**

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



# **Job Description**

POSITION TITLE:

Accountant

**SALARY PLACEMENT:** 

Confidential Employee Salary Schedule

#### DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES:

Under the supervision of the Director of Fiscal and Purchasing Services, the Assistant Superintendent Senior Director of Facilities, Maintenance, and Operations/the Accounting Manager, the Accountant is responsible for performing a variety of complex, technical accounting and budgeting applications including preparing and reconciling billings and accounts receivable; compiling, auditing and maintaining pupil attendance data, cafeteria, and student body records; preparing, maintaining, and processing assigned financial and statistical records, journals and reports, in accord with Board Policy, Administrative Regulation, and State Accounting Manual parameters.

#### SUPERVISOR:

Director of Fiscal and Purchasing Services/Senior Director of Facilities, Maintenance, and Operations/Accounting Manager

#### **TYPICAL DUTIES:**

- Coordinates district-wide student attendance data collection
- Submits enrollment reports to Superintendent and Board
- Prepares all district and state required attendance reports
- Compiles and reconciles data
- Provides training and support to district staff on attendance and financial software systems
- Acts as liaison with the California Department of Education on attendance-related matters
- Acts as liaison with the Office of Public School Construction on construction expenditure related issues
- Supervises and evaluates student workers in the Business Office
- Oversees accounts receivable functions and the deposit of any other cash receipts
- Monitors and maintains eategorical Federal, State and local budgets
- Communicates with site managers regarding budget and accounting matters
- Compiles, maintains and reconciles budget and accounting records for all district funds
- Compiles, audits, maintains and reconciles student body records
- Compiles, audits, maintains and reconciles inventory records, facilities, construction and state school building program records
- Prepares and processes State and Federal reports as required
- Reconciles and verifies complex accounting and statistical records
- Assists in year-end closing and budget development process
- Provides technical support for the Business Services Department
- Other duties as assigned

#### **EMPLOYMENT STANDARDS:**

#### Knowledge of:

- Theory, principles, and practice of fiscal administration, including accounting, cash flow, budget development and budget management
- Office management principles, methods, and procedures

- Relevant State and Federal laws, regulations and procedures
- Contract labor and lien processes and procedures
- Student Body practices, procedures and fiscal administration
- Accounting and computer terminology
- Computer applications, particularly electronic spreadsheet and database

#### Ability to:

- Effectively utilize standard computer applications
- Display knowledge and understanding of accounting and auditing standards
- Plan and establish priorities and simultaneously perform a variety of complex accounting and budgeting activities
- Communicate effectively with a diverse base of individuals
- Work efficiently under stringent time deadlines
- Prepare and present clear and concise reports

#### **EDUCATION:**

Combination of education and training equivalent to four years of college with focus in accounting; computer application principles and practices; or related field.

#### **EXPERIENCE:**

Three years of increasingly responsible technical accounting experience.

#### **SPECIAL LICENSE:**

Valid California Driver's License

#### **REQUIRED TESTING:**

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

#### **DESCRIPTION OF PHYSICAL REQUIREMENTS:**

#### **Medical Category I:**

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

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

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

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

Adopted: February 21, 2001 Revised: March 19, 2008 Revised: July 15, 2009 Revised: November 16, 2016

#### **ROCKLIN UNIFIED SCHOOL DISTRICT**

#### **BOARD AGENDA BRIEFING**

SUBJECT:

Approve Revised Board Policy 1312.3 and Administrative Regulation 1312.3 on Uniform Complaint Procedures; Revised Board Policy 6173 and Administrative Regulation 6173 on Education for Homeless Children; Revised Board Policy 6173.1 and Administrative

Degulation 6472 4 on Education for Easter Vental

Regulation 6173.1 on Education for Foster Youth

**DEPARTMENT:** 

Office of the Deputy Superintendent, Educational Services

#### **Background:**

Board Policy 1312.3, Administrative Regulation 1312.3 - Uniform Complaint Procedures (Revised) Board Policy 6173, Administrative Regulation 6173 - Education for Homeless Children (Revised) Board Policy 6173.1, Administrative Regulation 6173.1 - Education for Foster Youth (Revised)

#### Status:

BP/AR 6173 have been updated to reflect current regulations including: a) addition of Homeless and Foster Youth students to the UCP, b) our districts LCAP which must include goals and specific actions for the subgroup of Homeless students (15 students minimum), c) that require districts to monitor educational progress of the Foster Youth subgroup based on the indicators in the LCAP. The RUSD develops policies and administrative regulations that are consistent with recommendations from CSBA. The changes brought forward help to clarify and delineate current processes and procedures in place.

#### Presenter(s):

Kathleen Pon, Deputy Superintendent, Educational Services

#### **Financial Impact:**

Current year:

N/A

Future Year: Funding Source:

N/A N/A

#### Material/Films:

None

#### **Other People Who Might Present:**

None

Allotment of Time: [X] Consent Calendar [ ] Action Item [ ] Information Item

#### **Packet Information Item:**

BP/AR 1312.3 Uniform Complaint Procedures (Revised) BP/AR 6173 Education for Homeless Children (Revised) BP/AR 6173.1 Education for Foster Youth (Revised)

#### Recommendation:

Staff recommends approval of revisions to BP/AR 1312.3 Uniform Complaint Procedures; BP/AR 6173 Education for Homeless Children; BP/AR 6173.1 Education for Foster Youth

# **Board Policy**

#### **Uniform Complaint Procedures**

BP 1312.3

#### **Community Relations**

The Board of Trustees recognizes that the district is primarily responsible to ensure compliance for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve any complaints alleging failure to comply with such laws and/or alleging discrimination, harassment, intimidation, or bullying in accordance with uniform complaint procedures.

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics

```
(cf. 0410 – Nondiscrimination in District Programs and Activities) (cf. 4030 – Nondiscrimination in Employment) (cf. 4031 – Complaints Concerning Discrimination in Employment) (cf. 5131.2 – Bullying) (cf. 5145.3 – Nondiscrimination/Harassment) (cf. 5145.7 – Sexual Harassment)
```

Uniform complaint procedures shall also be used to address any complaint alleging failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.

```
(cf. 0450 - Comprehensive Safety Plan)
(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 3260 - Fees and Charges
(cf. 3320 - Claims and Actions Against the District)
(cf. 3555 - Nutrition Program Compliance)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
```

```
(cf. 5148 - Child Care and Development)
(cf. 6159 - Individualized Education Program)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)
(cf. 6200 - Adult Education)
```

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 Uniform Complaint Procedures. (Education Code 52075)

```
(cf. 1312.3 - Uniform Complaint Procedures)
```

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate for any complaint alleging discrimination, harassment, intimidation, or bullying, the Superintendent or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed.

```
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information) (cf. 5125 - Student Records) (cf. 9011 - Disclosure of Confidential/Privileged Information)
```

The district's Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complain related to the following:

- 1. Sufficiency of textbooks or instructional materials
- 2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
- Teacher vacancies and misassignments
- 4. Deficiency in the district's provision of instruction and/or services to any student who, by the completion of grade 12, has not passed one or both parts of the high school exit examination

(cf. 1312.4 - Williams Uniform Complaint Procedures)

```
Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
8200-8498 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32289 School safety plan, uniform complaint procedures
35186 Williams uniform complaint procedures
37254 Intensive instruction and services for students who have not passed exit exam
41500-41513 Categorical education block grants
48985 Notices in language other than English
49010-49013 Student fees
49060-49079 Student records
49490-49590 Child nutrition programs
52060-52077 Local Control and Accountability
52160-52178 Bilingual education programs
52300-52490 Career technical education
52500-52616.24 Adult schools
52800-52870 School-based program coordination
54000-54028 Economic impact aid programs
54100-54145 Miller-Unruh Basic Reading Act
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56867 Special education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act
PENAL CODE
422.55 Hate crime; definition
422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 5
3080 Application of section
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
6301-6577 Title I basic programs
6601-6777 Title II preparing and recruiting high quality teachers and principals
6801-6871 Title III language instruction for limited English proficient and immigrant students
7101-7184 Safe and Drug-Free Schools and Communities Act
7201-7283g Title V promoting informed parental choice and innovative programs
7301-7372 Title V rural and low-income school programs
```

Management Resources:

WEB SITES

CSBA: http://www.csba.org

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

U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

The Board encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which cannot be resolved through such informal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

- 1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs (5 CCR 4610)
- (cf. 3553 Free and Reduced Price Meals)
- (cf. 3555 Nutrition Program Compliance)
- (cf. 5141.4 Child Abuse Prevention and Reporting)
- (cf. 5148 Child Care and Development)
- (cf. 6159 Individualized Education Program)
- (cf. 6171 Title I Programs)
- (cf. 6174 Education for English Language Learners)
- (cf. 6175 Migrant Education Program)
- (cf. 6178 Career Technical Education)
- (cf. 6178.1 Work-Based Learning)
- (cf. 6178.2 Regional Occupational Center/Program)
- (cf. 6200 Adult Education)
- 2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any person in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
- (cf. 0410 Nondiscrimination in District Programs and Activities)
- (cf. 4030 Nondiscrimination in Employment)
- (cf. 5145.3 Nondiscrimination/Harassment)
- (cf. 5145.7 Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges) (cf. 3320 - Claims and Actions Against the District)

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)

8. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

#### (cf. 6152 - Class Assignment)

9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

- 10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
- 11. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information) (cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints. All such records shall be destroyed in accordance with applicable state law and district policy.

(cf. 3580 - District Records)

**Non-UCP Complaints** 

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

- 1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
- 2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
- 3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
- 4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

#### Legal Reference:

**EDUCATION CODE** 

200-262.4 Prohibition of discrimination

222 Reasonable accommodations; lactating students

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

48853-48853.5 Foster youth 48985 Notices in language other than English 49010-49013 Student fees 49060-49079 Student records 49069.5 Rights of parents 49490-49590 Child nutrition programs 51210 Courses of study grades 1-6 51223 Physical education, elementary schools 51225.1-51225.2 Foster youth and homeless children; course credits; graduation requirements 51228.1-51228.3 Course periods without educational content 52060-52077 Local control and accountability plan, especially 52075 Complaint for lack of compliance with local control and accountability plan requirements 52160-52178 Bilingual education programs 52300-52490 Career technical education 52500-52616.24 Adult schools 52800-52870 School-based program coordination 54400-54425 Compensatory education programs 54440-54445 Migrant education 54460-54529 Compensatory education programs 56000-56867 Special education programs 59000-59300 Special schools and centers 64000-64001 Consolidated application process **GOVERNMENT CODE** 11135 Nondiscrimination in programs or activities funded by state 12900-12996 Fair Employment and Housing Act PENAL CODE 422.55 Hate crime; definition 422.6 Interference with constitutional right or privilege CODE OF REGULATIONS, TITLE 5 3080 Application of section 4600-4687 Uniform complaint procedures 4900-4965 Nondiscrimination in elementary and secondary education programs UNITED STATES CODE, TITLE 20 1221 Application of laws 1232g Family Educational Rights and Privacy Act 1681-1688 Title IX of the Education Amendments of 1972 6301-6577 Title I basic programs 6801-6871 Title III language instruction for limited English proficient and immigrant students 7101-7184 Safe and Drug-Free Schools and Communities Act 7201-7283g Title V promoting informed parental choice and innovative programs 7301-7372 Title V rural and low-income school programs 12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

UNITED STATES CODE, TITLE 42

794 Section 504 of Rehabilitation Act of 1973

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

8

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Notification of nondiscrimination on the basis of age

#### Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other

Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against

National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

CSBA: http://www.csba.org

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

Family Policy Compliance Office: http://familypolicy.ed.gov

U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

U.S. Department of Justice: http://www.justice.gov

Policy ROCKLIN UNIFIED SCHOOL DISTRICT

Approved: September 3, 2014 Rocklin, California

Revised: -November 16, 2016

## Administrative Regulation

**Uniform Complaint Procedures** 

AR 1312.3 Community Relations

Except as the Board of Trustees may otherwise specifically provide in other Board policies, the uniform complaint procedures (UCP) shall be used only to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying, as specified in accompanying Board policy. only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

(cf. 4030 - Nondiscrimination in Employment)

The district's uniform complaint procedures policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning uniform complaint procedures shall be translated into that language. (Education Code 234.1, 48985)

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

#### Compliance Officers

The Board of Trustees designates the following compliance officer to receive and investigate complaints and to ensure district compliance with law: individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle complaints regarding sex discrimination. The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

Deputy Superintendent, Instruction, Educational Services or Director of Special Education and Special Programs 2615 Sierra Meadows Drive Rocklin, CA 95677 (916) 624-2428

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against or implicating a compliance officer may be filed with the Superintendent or designee.

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee. The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall include current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those involving alleged unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development) (cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement, if possible, one or more interim measures. The interim measures may remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

#### Notifications

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 49013; 5 CCR 4622)

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent or designee shall annually provide written notification of the district's UCP, including information regarding unlawful student fees, local control and accountability plan (LCAP) requirements, and requirements related to the educational rights of foster youth and homeless students, to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other

interested parties. (Education Code 262.3, 48853, 48853.5, 49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 3260 - Fees and Charges)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications) The notice shall:

(cf. 0420 - School Plans/Site Councils)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 3260 - Fees and Charges)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

The annual notification and complete contact information of the compliance officer(s) may be posted on the district web site and, if available, provided through district-supported social media.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

- 1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
- 2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
- 3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
- 4. Include statements that:

a. The district is primarily responsible for compliance with state and federal laws and regulations
b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline
e. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.
d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision
e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision
f. Copies of the district's uniform complaint procedures are available free of charge
The notice shall:
1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
4. Include statements that:
a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

- d. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
- e. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.
- f. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.
- g. A foster youth or homeless student who transfers into a district high school or between district high schools shall be notified of the district's responsibility to:
- (1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed
- (2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency
- (3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1
- h. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.
- i. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
- j. Copies of the district's UCP are available free of charge.

#### **Procedures**

**District Responsibilities** 

All complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

## Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of the district's alleged noncompliance with federal or state laws or regulations governing educational programs. (5 CCR 4630)

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 calendar days. (5 CCR 4630)

A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013)

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as disability or illiteracy, district staff shall assist him/her in filing the complaint. (5 CCR 4600)

#### Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

#### Step 3: Investigation of Complaint

Within 10 calendar days of receiving the complaint, the compliance officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The compliance officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

### Step 4: Response

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

#### Step 5: Final Written Decision

The district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The district's decision shall be written in English and, when required by Education Code 48985, in the complainant's primary language.

For all complaints, the decision shall include: (5 CCR 4631)

- The findings of fact based on the evidence gathered
- 2. The conclusion(s) of law

- 3. Disposition of the complaint
- 4. Rationale for such disposition
- Corrective actions, if any are warranted
- 6. Notice of the complainant's right to appeal the district's decision within 15 days to the CDE and procedures to be followed for initiating such an appeal

In addition, for any decision concerning a discrimination, harassment, intimidation, or bullying complaint based on state law shall include a notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies (Education Code 262.3)

If an investigation of a complaint results in discipline to a student or employee, the decision shall simply state that effective action was taken and that the student or employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges is found to have merit, the district shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them. (Education Code 49013)

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE. (Education Code 49013; 5 CCR 4632)

The complainant shall file his/her appeal within 15 calendar days of receiving the district's decision and shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

- 1. A copy of the original complaint
- A copy of the decision
- 3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
- 4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator

- 5. A report of any action taken to resolve the complaint
- 6. A copy of the district's complaint procedures
- 7. Other relevant information requested by the CDE

The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including when the district has not taken action within 60 days of the date the complaint was filed with the district. (5 CCR 4650)

#### Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging discrimination, harassment, intimidation, and bullying based on sate law, a complainant shall wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law. (Education Code 262.3)

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

## Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in accordance with the following:

- 1. A written complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)
- 2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
- 3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
- 4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
- 5. When the complainant or alleged victim of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.
- 6. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

#### Mediation

Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be

offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed to through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

## **Investigation of Complaint**

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or

engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

## Report of Findings

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

#### Final Written Decision

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

## For all complaints, the decision shall include: (5 CCR 4631)

- 1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
- a. Statements made by any witnesses
- b. The relative credibility of the individuals involved
- c. How the complaining individual reacted to the incident
- d. Any documentary or other evidence relating to the alleged conduct
- e. Past instances of similar conduct by any alleged offenders
- f. Past false allegations made by the complainant
- 2. The conclusion(s) of law
- 3. Disposition of the complaint
- 4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different individuals
- 5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600
  - For complaints of unlawful discrimination (such as discriminatory harassment,

intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the individual found to have engaged in the conduct that relate directly to the subject of the complaint
- b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint
- c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
- 6. Notice of the complainant's right to appeal the district's decision to the CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

- 1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
- 2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
- 3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

### Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on the victim may include, but are not limited to, the following:

- 1. Counseling
- Academic support

- 3. Health services
- 4. Assignment of an escort to allow the victim to move safely about campus
- 5. Information regarding available resources and how to report similar incidents or retaliation
- 6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
- 7. Restorative justice
- 8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
- 9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

- 1. Transfer from a class or school as permitted by law
- 2. Parent/guardian conference
- 3. Education regarding the impact of the conduct on others
- 4. Positive behavior support
- 5. Referral to a student success team
- 6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
- 7. Disciplinary action, such as suspension or expulsion, as permitted by law

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the

State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

The complainant shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

<u>Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)</u>

- 1. A copy of the original complaint
- 2. A copy of the written decision
- 3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
- 4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
- 5. A report of any action taken to resolve the complaint
- 6. A copy of the district's uniform complaint procedures
- 7. Other relevant information requested by the CDE

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT

Approved: May 15, 2013 Rocklin, California

Revised: November 16, 2016

# **Board Policy**

#### **Education For Homeless Children**

BP 6173
Instruction

The Board of Trustees desires to ensure that homeless children have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.

(cf. 6011 - Academic Standards)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

(cf. 3553 - Free and Reduced Price Meals)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

(cf. 5111.13 - Residency for Homeless Children)

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

(cf. 0460 - Local Control and Accountability Plan)

At least annually, the Superintendent or designee shall report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to better support the education of homeless students.

(cf. 0500 - Accountability) (cf. 6190 - Evaluation of the Instructional Program)

**Transportation** 

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

(cf. 3250 - Transportation Fees)

(cf. 3541 - Transportation Routes and Services)

## Legal Reference:

#### **EDUCATION CODE**

2558.2 Use of revenue limits to determine average daily attendance of homeless children

39807.5 Payment of transportation costs by parents

48850 Educational rights; participation in extracurricular activities

48852.5 Notice of educational rights of homeless students

48852.7 Enrollment of homeless students

48915.5 Recommended expulsion, homeless student with disabilities

48918.1 Notice of recommended expulsion

51225.1-51225.3 Graduation requirements

52060-52077 Local control and accountability plan

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

**UNITED STATES CODE, TITLE 42** 

11431-11435 McKinney-Vento Homeless Assistance Act

#### Management Resources:

CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

CALIFORNIA DEPARTMENT OF EDUCATION

Homeless Education Dispute Resolution Process, January 30, 2007

NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS

Homeless Liaison Toolkit, 2013

#### Legal Reference:

**EDUCATION CODE** 

1980-1986 County community schools

2558.2 Use of revenue limits to determine average daily attendance of homeless children

39807.5 Payment of transportation costs by parents

**UNITED STATES CODE, TITLE 42** 

11431-11435 McKinney-Vento Homeless Assistance Act

#### **Management Resources:**

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Education for Homeless Children and Youth Program, Non-Regulatory Guidance, July 2004 WEB-SITES

California Department of Education, Homeless Children and Youth Education:

http://www.cde.ca.gov/sp/hs/cy

National Center for Homeless Education at SERVE: http://www.serve.org/nche

National Law Center on Homelessness and Poverty: http://www.nlchp.org

U.S. Department of Education: http://www.ed.gov/programs/homeless/index.html

### Policy ROCKLIN UNIFIED SCHOOL DISTRICT

Approved: September 21, 2005 Rocklin, California

Revised: November 16, 2016

# **Administrative Regulation**

**Education For Homeless Children** 

AR 6173 Instruction

#### **Definitions**

Homeless means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48852.7; 42 USC 11434a)

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement

(cf. 6173.1 - Education for Foster Youth)

- 2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
- 3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- 4. Migratory children who qualify as homeless because the children are living in conditions described in (1)-(3) above
- 5. Unaccompanied youth who are not in the physical custody of a parent or guardian

School of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the district liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7) (42 USC 11432)

Best interest means, that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC

#### 11432)

to the extent feasible, continuing a student's enrollment in the school of origin for the duration of his/her homelessness, except when doing so is contrary to the wishes of his/her parent/guardian. (42 USC 11432)

Unaccompanied youth means a youth not in the physical custody of a parent or guardian. (42 USC 11434(a))

District Liaison

The Superintendent designates the following staff person as the district liaison for homeless students (42 USC 11432):

Coordinator of State & Federal Programs Prevention Programs 2615 Sierra Meadows Drive, Rocklin, CA 95677 (916) 624-2428

The district's liaison for homeless students shall ensure that: (<u>Education Code 48852.5;</u> 42 USC 11432)

1. Homeless students are identified by school personnel and through coordinated activities with other entities and agencies

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

(cf. 3553 - Free and Reduced-Price Meals)

(cf. 5141.6 - Student Health and Social Services)

- 2. Homeless students enroll in, and have a full and equal opportunity to succeed in, district schools
- 3. Homeless families and students receive educational services for which they are eligible
- 4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children
- 5. Notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens
- 6. Enrollment disputes are mediated in accordance with law, Board policy, and administrative regulation
- 7. Parents/guardians are fully informed of all transportation services

(cf. 3250 - Transportation Fees)

(cf. 3541 - Transportation Routes and Services)

8. When notified pursuant to Education Code 48918.1, assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion

(cf. 5144.1 - Suspension and Expulsion/Due Process)

- 9. When notified pursuant to Education Code 48915.5, participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability
- (cf. 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. 6159 Individualized Education Program)
- 10. Assist a homeless student to obtain records necessary for his/her enrollment into or transfer out of district schools, including immunization, medical, and academic records

#### Enrollment

Placement decisions for homeless students shall be based on the student's best interest. In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her parent/guardian requests otherwise. (42 USC 11432)

When making a placement decision, the Superintendent or designee may consider the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

The student may continue attending his/her school of origin for the duration of the homelessness and until the end of any academic year in which he/she moves into permanent housing. (42 USC 11432)

In the case of an unaccompanied youth, the district's homeless liaison shall assist in placement or enrollment decisions, consider the views of the student, and provide notice to the student of his/her appeal rights. (42 USC 11432)

If the student is placed at a school other than the school of origin or a school requested by his/her parent/guardian, the Superintendent or designee shall provide the parent/guardian with a written explanation of the decision along with a statement regarding the parent/guardian's right to appeal the placement decision. (42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the

student in the school of choice, even if the parent/guardian is unable to provide the school with the records normally required for enrollment. (Education Code 48852.7; 42 USC 11432)

- 1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
- (cf. 5125.2 Withholding Grades, Diploma or Transcripts)
- 2. Does not have clothing normally required by the school, such as school uniforms
- (cf. 5132 Dress and Grooming)
- 3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, records or other proof of immunization history
- (cf. 5111 Admission)
- (cf. 5111.1 District Residency)
- (cf. 5111.13 Residency for Homeless Children)
- (cf. 5125 Student Records)
- (cf. 5141.31 Immunizations)
- (cf. 5141.26 Tuberculosis Testing)
- (cf. 5141.32 Health Screening for School Entry)

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the principal or designee shall refer the parent/guardian to the district's liaison for homeless students. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian, the Superintendent or designee shall provide the parent/guardian with a written explanation of the decision along with a statement regarding the parent/guardian's right to appeal the placement decision. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7)

1. If the student is transitioning between grade levels, he/she shall be allowed to continue in the same attendance area.

2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, he/she shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin: (Education Code 48852.7)

- 1. Through the duration of the school year if he/she is in grades K-8
- 2. Through graduation if he/she is in high school

### **Enrollment Dispute Resolution Process**

If a dispute arises over school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. (42 USC 11432)

The parent/guardian shall be provided with a written explanation of the placement decision, including an explanation of the parent/guardian's right to appeal. He/she shall also be referred to the district liaison. The written explanation shall include: (42 USC 11432)

The written explanation shall be complete, as brief as possible, simply stated and provided in language that the parent/guardian or student can understand. The explanation may include contract information for the district liaison, a description of the district's decision, notice of

the right to enroll in the school of choice pending resolution of the dispute, notice that enrollment includes full participation in all school activities, and notice of the right to appeal the decision to the county office of education and, if the dispute remains unresolved, to the California Department of Education

- 1. The district liaison's contact information
- 2. A description of the district's placement decision
- 3. Notice of the student's right to enroll in the school of choice pending resolution of the dispute, including the right to fully participate in all school activities
- 4. Notice of the parent/guardian's right to appeal the decision to the county office of education and, if the dispute remains unresolved, to the California Department of Education

The district liaison shall work to resolve an enrollment dispute as expeditiously as possible after receiving notice of the dispute. (42 USC 11432)

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The district liaison shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. (42 USC 11432)

The liaison shall provide the parent/guardian a copy of the district's decision, dispute form, and a copy of the outcome of the dispute.

In working with a student's parents/guardians to resolve an enrollment dispute, the district liaison shall:

- 1. Inform them that they may provide written and/or oral documentation to support their position
- 2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
- 3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
- 4. Provide them a copy of the dispute form they submit for their records
- 5. Provide them the outcome of the dispute for their records

If a parent/guardian disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian wishes to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

### Transportation

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

(cf. 3250 - Transportation Fees) (cf. 3541 - Transportation Routes and Services)

The district shall not be obligated to provide transportation to students who continue attending

their school of origin after they cease to be homeless, unless the formerly homeless student has an individualized education program that includes transportation as a necessary related service for the student. (Education Code 48852.7)

#### Transfer of Coursework and Credits

When a homeless student transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the student to retake the course. (Education Code 51225.2)

If the homeless student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

## Applicability of Graduation Requirements

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Governing Board.

(cf. 6146.1 - High School Graduation Requirements) (cf. 6162.52 - High School Exit Examination)

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Governing Board.

(cf. 6146.1 - High School Graduation Requirements) (cf. 6162.52 - High School Exit Examination) If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if he/she transfers to another school or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a homeless student is reasonably able to complete district graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

- 1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
- 2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges
- 3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

## Eligibility for Extracurricular Activities

A homeless student who enrolls in any district school shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities) (cf. 6145.2 - Athletic Competition)

#### Notification and Complaints

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT Approved: September 21, 2005 Rocklin, California

Revised: November 16, 2016

# **Board Policy**

**Education For Foster Youth** 

BP 6173.1 **Instruction** 

The Board of Trustees recognizes that foster youth may be at greater risk for poor academic performance due to their family circumstances, disruption of their educational program, and emotional, social, and other health needs. The district shall provide such students with full access to the district's educational program and other support services necessary to assist them in achieving state and district academic standards. face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and district academic standards, the Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP).

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(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)
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(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6011- Academic Standards)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6173 - Education for Homeless Children)

(cf. 6179 - Supplemental Instruction)

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she will designate a staff person as a district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training regarding the enrollment, placement, and rights of foster youth transfer of foster youth and other related rights.

(cf. 4131 - Staff Development)

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(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
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The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build-students' feelings of connectedness with the school a foster youth's feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of students' resilience and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

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(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Medication)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)
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To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies including, but not limited to, the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

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(cf. 1020 - Youth Services)
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The Superintendent or designee shall regularly report to the Board on the educational outcomes of foster youth enrolled in the district including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, and graduation rates. At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

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(cf. 0500 - Accountability)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
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# Legal Reference: **EDUCATION CODE** 32228-32228.5 Student safety and violence prevention 42920-42925 Foster children educational services 48645-48646 Juvenile court schools 48850-48859 Educational placement of students residing in licensed children's institutions 49061 Student records 49069.5 Foster care students, transfer of records 49076 Access to student records 51225.3 High school graduation 56055 Rights of foster parents in special education 60851 High school exit examination **HEALTH AND SAFETY CODE** 1522.41 Training and certification of group home administrators 1529.2 Training of licensed foster parents WELFARE AND INSTITUTIONS CODE 300 Children subject to jurisdiction 309 Investigation and release of child 361 Limitations on parental or guardian control 366.27 Educational decision by relative providing living arrangements 602 Minors violating law; ward of court 726 Limitations on parental or guardian control 727 Order of care, ward of court 16000-16014 Foster care placement **UNITED STATES CODE, TITLE 29** 794 Rehabilitation Act of 1973, Section 504 **UNITED STATES CODE, TITLE 42** 670-679b Federal assistance for foster care programs 11431-11435 McKinney-Vento Homeless Assistance Act Management Resources: **CSBA PUBLICATIONS** Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008 AMERICAN BAR ASSOCIATION PUBLICATIONS Mythbusting: Breaking Down Confidentiality and Decision Making Barriers to Meet the Education Needs of Children in Foster Care, 2005 CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS Our Children: Emancipating Foster Youth, A Community Action Guide **WEB SITES** CSBA: http://www.csba.org

California Department of Education, Foster Youth Services: http://www.cde.ca.gov/ls/pf/fy

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

California Department of Social Services, Foster Youth Ombudsman Office:

http://www.fosteryouthhelp.ca.gov

California Youth Connection: http://www.calyouthconn.org/site/cyc

Cities, Counties and Schools Partnership: http://www.ccspartnership.org

Legal Reference:

**EDUCATION CODE** 

32228-32228.5 Student safety and violence prevention

42238.01-42238.07 Local control funding formula

42920-42925 Foster children educational services

48645-48646 Juvenile court schools

48850-48859 Educational placement of students residing in licensed children's institutions

48915.5 Suspension and expulsion; students with disabilities, including foster youth

48918.1 Notice of expulsion hearing for foster youth

49061 Student records

49069.5 Foster care students, transfer of records

49076 Access to student records

51225.1 Exemption from district graduation requirements

51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course

51225.3 High school graduation

52060-52077 Local control and accountability plan

56055 Rights of foster parents in special education

60851 High school exit examination

60851.5 Suspension of high school exit examination

HEALTH AND SAFETY CODE

1522.41 Training and certification of group home administrators

1529.2 Training of licensed foster parents

120341 Foster youth: school placement: immunization records

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

309 Investigation and release of child

317 Appointment of legal counsel

361 Limitations on parental or guardian control

366.27 Educational decision by relative providing living arrangements

602 Minors violating law; ward of court

726 Limitations on parental or guardian control

727 Order of care, ward of court

16000-16014 Foster care placement

UNITED STATES CODE, TITLE 20

1415 Procedural safeguards; placement in alternative educational setting

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

670-679b Federal assistance for foster care programs

11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

**CSBA PUBLICATIONS** 

Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008

**AMERICAN BAR ASSOCIATION PUBLICATIONS** 

Mythbusting: Breaking Down Confidentiality and Decision-Making Barriers to Meet the

Education Needs of Children in Foster Care, 2005

CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS

Our Children: Emancipating Foster Youth, A Community Action Guide

WEB SITES

CSBA: http://www.csba.org

American Bar Association: http://www.americanbar.org

California Child Welfare Council: http://www.chhs.ca.gov/Pages/CAChildWelfareCouncil.aspx

California Department of Education, Foster Youth Services: http://www.cde.ca.gov/ls/pf/fy

Policy ROCKLIN UNIFIED SCHOOL DISTRICT

Approved: February 3, 2010 Rocklin, California

Revised: November 16, 2016

# Administrative Regulation

**Education For Foster Youth** 

AR 6173.1 **Instruction** 

#### **Definitions**

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5)

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 727.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, determine, and in the best interest of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

#### District Liaison

The Superintendent or designee designates the following position as the district liaison for foster youth: (Education Code 48853.5)

Coordinator of State and Federal Programs 2615 Sierra Meadows Drive Rocklin, CA 95677 (916) 624-2428 (cf. 6173 - Education for Homeless Children)

The district's liaison for foster youth shall:

- 1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)
- 2. Ensure proper transfer of credits, records, and grades when transferring from one school to another or from one district to another (Education Code 48853.3, 48645.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

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(cf. 5117 - Interdistrict Attendance)
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(cf. 5125 - Student Records)

(cf. 6146.3 - Reciprocity of Academic Credit)

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability. (Education Code 48853.5, 48911, 48915.5, 48918.1)

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(cf. 5144.1 - Suspension and Expulsion/Due Process)
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(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

3.4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

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(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
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(cf. 6164.6 - Identification and Education Under Section 504)

4.<u>5.</u> Ensure that students in foster care receive appropriate school-based services, such as supplemental instruction, counseling <u>and health services</u>, or after-school programs

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(cf. 5141.6 - School Health Services)
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(cf. 5148.2 - Before/After School Programs)

(cf. 5149 - At-Risk Students)

(cf. 6164.2 - Guidance/Counseling Services)

- (cf. 6172 Gifted and Talented Student Program)
- (cf. 6174 Education for English Language Learners)
- (cf. 6177- Summer School)
- (cf. 6179 Supplemental Instruction)
- 5. 6. Develop protocols and procedures so that district staff, including principals, school registrars, and attendance clerks, are aware of the requirements for the proper enrollment, placement, and transfer of foster youth
- (cf. 4131 Staff Development)
- (cf. 4231 Staff Development)
- (cf. 4331 Staff Development)
- 6. 7. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates to help coordinate services for the district's foster youth
- (cf. 1020 Youth Services)
- (cf. 1400 Relations between Other Governmental Agencies and the Schools)
- 8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the district's local control and accountability plan
- (cf. 0460 Local Control and Accountability Plan)

#### Enrollment

A foster youth placed in a licensed children's institution or foster family home shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

- 1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.
- (cf. 6159 Individualized Education Program) (cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)
- 2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program- and submits a written statement to the district indicating that determination and that he/she is aware of the following:
- a. The student has a right to attend a regular public school in the least restrictive

#### environment.

- b. The alternate educational program is a special education program, if applicable.
- c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.
- d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

(cf. 5116.1 - Intradistrict Open Enrollment) (cf. 5117 - Interdistrict Attendance)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

- 3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above
- a. The student may continue in the school of origin for the duration of the court's jurisdiction or, if the court's jurisdiction is terminated prior to the end of a school year, then for remainder of the school year.
- b. To provide the student the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts, a student who is transitioning between school grade levels shall be allowed to continue in the district of origin in the same attendance area. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.
- c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
- d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how this recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The youth shall be immediately enrolled even if he/she: has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to produce records, such as academic or medical records, proof of residency, or clothing normally required for enrollment. (Education Code 48853.5)

```
(cf. 5125.2 Withholding Grades, Diploma or Transcripts) (cf. 5132 – Dress and Grooming) (cf. 5141.26 – Tuberculosis Testing) (cf. 5141.31 – Immunizations) (cf. 5141.32 – Health Screening for School Entry)
```

Within two business days of a request for enrollment, the liaison shall contact the school last attended by the student to obtain all academic and other records. Upon receiving a request from a new school, the liaison shall provide all records within two business days of receiving the request. (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

```
(cf. 5111.1 - District Residency)
(cf. 5141.26 - Tuberculosis Testing)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)
```

If the foster youth or a person with the right to make educational decisions for a foster youth or the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 days of receipt of the appeal. Within 30 days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

## (cf. 9320 - Meetings and Notices)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

## Transportation

The district shall not be responsible for providing transportation to and from the school of origin.

### Transfer of Coursework and Credits

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of

## Applicability of Graduation Requirements

When a foster youth in grade 11 or 12 transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all coursework and other graduation requirements adopted by the Board that are in addition to the statewide coursework requirements specified in Education Code 51225.3 and the high school exit examination, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school while he/she remains in foster care. (Education Code 51225.3, 60851)

The Superintendent or designee shall notify any student who is granted an exemption and, as appropriate, the person holding the right to make educational decisions for the student if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.3)

(cf. 6146.1 - High School Graduation Requirements) (cf. 6162.52 - High School Exit Examination)

To obtain a high school diploma, a foster youth shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Board.

(cf. 6146.1 - High School Graduation Requirements) (cf. 6162.52 - High School Exit Examination)

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer a foster youth. (Education Code 51225.1, 60851)

To determine whether a foster youth is in his/her third or fourth year of high school, the district shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption.

(Education Code 51225.1)

The Superintendent or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth. (Education Code 51225.1)

If a foster youth is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while he/she is still enrolled in school or if he/she transfers to another school or school district. (Education Code 51225.1)

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within his/her fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

- 1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
- 2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges
- 3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the district's graduation requirements

#### Grades/Credits

Grades for a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)

- 1. A decision by a court or placement agency to change the student's placement, in which ease the student's grades and credits shall be calculated as of the date the student left school
- A verified court appearance or related court-ordered activity

(cf. 5121 Grades/Evaluation of Student Achievement)

Eligibility for Extracurricular Activities

A foster youth who changes residences pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities) (cf. 6145.2 - Athletic Competition)

Notification and Complaints

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 5145.6 - Parental Notifications)

Any complaint that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal. If the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 1312.3 - Uniform Complaint Procedures)

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT

Aapproved: May 18, 2011 Rocklin, California

Revised: November 16, 2016

#### **ROCKLIN UNIFIED SCHOOL DISTRICT**

#### **BOARD AGENDA BRIEFING**

SUBJECT:

Approve Rocklin Unified School District Annual and Five Year Developer Fee Report

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

#### **Background:**

Government Code Section 66006 requires any District collecting developer fees (Stirling Fees) to annually report the activity in the Capital Facilities Fund, which is commonly referred to as the Developer Fee Report. Government Code Section 66001 requires a report every five years if there are any funds remaining, which would identify future projects to which these monies would be applied

#### Status:

In accordance with Government Code Section 66006 and Section 66001, the District is providing the annual activity in the Capital Facilities Fund and the Five Year Developer Fee Report with respect to that portion remaining unexpended, whether committed or uncommitted for the past five years of expenditures and five years of projected expenses. Staff has combined the two required reports.

#### Presenter:

Craig Rouse, Senior Director Facilities, Maintenance & Operations

#### **Financial Impact:**

Current year:

N/A

Future years:

N/A

Funding source:

N/A

#### Materials/Films:

None

#### Other People Who Might Be Present:

None

#### Allotment of Time:

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

[] Information Item

#### Packet Information:

Rocklin Unified School District Annual and Five Year Developer Fee Report included.

#### Recommendation:

Staff recommends approval of the Rocklin Unified School District Annual and Five Year Developer Fee Report.

#### **Rocklin Unified School District**

Annual and Five Year Developer Fee Report

November 2016



Report Prepared by: Craig Rouse: Senior Director Facilities, Maintenance & Operations

#### ROCKLIN UNIFIED SCHOOL DISTRICT STATUTORY SCHOOL FACILITY FEES INCLUDING ALTERNATIVE SCHOOL FACILITY FEES REPORT FISCAL YEARS 2010-11 THROUGH 2015-16

Government Code Sections 66006 and 66001 provide that the District shall make available to the public certain information and adopt described findings relative to statutory school facility fees ("Statutory School Fees") collected pursuant to Education Code Sections 17620 et. seq. and Government Code Sections 65995 et. seq. ("Level 1 fees, "Level 2 fees," and "Level 3 fees," collectively, "Statutory School Facility Fees" and as to Level 2 and Level 3 fees, "Alternative School Facility Fees.") The foregoing for this purpose is also referred to as reportable fees ("Reportable Fees"). The described information and findings relate to Reportable Fees received, expended or to be expended in connection with school facilities ("School Facilities") to accommodate additional students from new development if funded or partially funded with Reportable Fees. The Reportable Fees do not include letters of credit, bonds, or other instruments to secure payment of Reportable Fees at a future date. The Reportable Fees have not been levied, collected or imposed for general revenue purposes.

The following is the information and findings the District proposes to review and adopt in accordance with Government Code Sections 66006 and 66001 for five year reporting requirements:

# I. INFORMATION MADE AVAILABLE PURSUANT TO GOVERNMENT CODE SECTION 66006 FOR FISCAL YEAR 2015-2016

In accordance with Government Code Section 66006(b)(1) and (2), the District provides the following information for fiscal year 2015-2016:

# A. <u>DESCRIPTION OF THE TYPE OF DEVELOPER FEES IN THE ACCOUNT OR SUB-ACCOUNT(S) OF THE DISTRICT</u>:

The Developer Fees consist exclusively of Statutory School Facility Fees.

#### B. <u>AMOUNT OF THE DEVELOPER FEES</u>:

The Reportable Fee amounts for during the year 2015-16 were \$3.36 per square foot of assessable space for residential development that is constructed within the School District. The commercial/industrial Reportable Fee amount was \$0.54 per square foot of covered and enclosed space constructed within the District. The applicable fees are set forth in Schedule "A" below.

These Reportable fee amounts were previously adopted on behalf of the District by the Governing Board of the District.

The Reportable Fee amounts only partially mitigate the impacts to the District caused by new residential development because the Reportable Fees do not adequately fund the school facility needs resulting from additional development within the District. The amounts of the Reportable Fees are

essential to fund interim and permanent School Facilities to accommodate students from additional development within the District.

## C. <u>BEGINNING AND ENDING BALANCE OF ACCOUNT AND SUB-ACCOUNT(S)</u>:

	Developer Fees
Beginning Balance (07/01/15)	\$5,147,740.45
Ending Balance (06/30/16)	\$6,165,318.18

## D. <u>AMOUNT OF THE DEVELOPER FEES COLLECTED AND INTEREST EARNED:</u>

Amount of Developer Fees Collected Per Account or Sub- Account(s)	Amount of Interest Earned Per Account or Sub-Account(s)	
\$4,894,790.16	\$67,842.47	

E. IDENTIFICATION OF EACH PROJECT OF THE DISTRICT ON WHICH DEVELOPER FEES WERE EXPENDED AND THE AMOUNT OF THE EXPENDITURES ON EACH PROJECT OF THE DISTRICT, INCLUDING THE TOTAL PERCENTAGE OF THE COST OF THE PROJECT OF THE DISTRICT, THAT WAS FUNDED WITH DEVELOPER FEES:

The foregoing information is set forth in Schedule "B", which is incorporated herein by this reference.

F. DESCRIPTION OF EACH INTER-FUND TRANSFER OR LOAN MADE FROM THE ACCOUNT OR SUB-ACCOUNT(S), INCLUDING DISTRICT PROJECT(S) ON WHICH THE TRANSFERRED OR LOANED DEVELOPER FEES WILL BE EXPENDED, AND, IN THE CASE OF AN INTER-FUND LOAN, THE DATE ON WHICH THE LOAN WILL BE REPAID, AND THE RATE OF INTEREST THAT THE ACCOUNT OR SUB-ACCOUNT(S) WILL RECEIVE ON THE LOAN:

N/A. No inter-fund transfer or loan was made from this account.

G. THE AMOUNT OF REFUNDS MADE OR REVENUES ALLOCATED FOR OTHER PURPOSES IF THE ADMINISTRATIVE COSTS OF REFUNDING UNEXPENDED REVENUES EXCEED THE AMOUNT TO BE REFUNDED:

<sup>&</sup>lt;sup>1</sup> The information will also include any Developer Fees spent for administrative costs associated with the adoption, collection, and reporting of the Developer Fees.

No refunds of Reportable Fees were made in these fiscal years, and no refunds are required under applicable law.

#### II. FIVE-YEAR ANALYSIS AND PROPOSED FINDINGS

In accordance with Government Code Section 66001, the District provides the following information with respect to that portion of the account or sub-account(s) remaining unexpended, whether committed or uncommitted for the past five years of expenditures and five years of projected expenses.

### A. IDENTIFICATION OF THE PURPOSE TO WHICH THE REPORTABLE FEES ARE TO BE PUT:

The purpose of the Reportable Fees imposed and collected on new residential, commercial and industrial development within the District is to fund additional School Facilities required to serve the students of the District generated by this new development within the District. Specifically, the Reportable Fees will be used for the construction and/or acquisition of additional School Facilities, remodeling existing School Facilities to add additional classrooms and technology, as well as acquiring and installing additional portable classrooms.

# B. DEMONSTRATION OF A REASONABLE RELATIONSHIP BETWEEN THE REPORTABLE FEES AND THE PURPOSES FOR WHICH THEY ARE CHARGED:

There is a roughly proportional, reasonable relationship between the new development upon which the Reportable Fees are charged and the need for additional School Facilities by reason of the fact that additional students will be generated by additional development within the District and the District does not have student capacity in the existing School Facilities to accommodate these new students. Furthermore, the Reportable Fees charged on a new development will be used to fund School Facilities which will be used to serve the students generated from new development and the Reportable Fees do not exceed the costs of providing such School Facilities for new students.

#### C. BEGINNING AND ENDING BALANCE OF ACCOUNTS:

Table 1

	Reportable School Facility Fees
Beginning Balance, 7/1/2010	\$1,490,458.93
Ending Balance, 6/30/16	\$6,165,318.18

### D. AMOUNT OF THE REPORTABLE FEES COLLECTED AND INTEREST EARNED:

Table 2, below, shows the amount of Reportable Fees collected to accommodate students from additional development ("Project Students") and interest earned during fiscal years 2010-11 through 2015-16.

Table 2

Source	Amount Collected	
New Development	\$11,914,074.71	
Other Revenues	\$1,687,927.46	
Interest Earned	\$165,937.71	

# E. IDENTIFICATION OF EACH PROJECT OF THE DISTRICT ON WHICH REPORTABLE FEES WERE EXPENDED AND THE AMOUNT OF THE EXPENDITURES ON EACH PROJECT OF THE DISTRICT, INCLUDING THE TOTAL PERCENTAGE OF THE COST OF THE PROJECT OF THE DISTRICT, THAT WAS FUNDED WITH REPORTABLE FEES:

Table 3 identifies the amount of Reportable Fees expended for School Facilities in fiscal years 2010-11 through 2015-16, as well as the percentage of each improvement funded by total Reportable Fees expended.

Table 3

Project	Amount Expended and Percentage of the Project Funded by Reportable Fees	
Salaries, Benefits, Supplies, Equipment	\$1,034,600.09 11.4%	
Professional/Legal/Consulting Services	\$283,784.65 3.1%	
Land and Building Improvements	\$7,774,695.89 85.5%	

#### F. IDENTIFICATION OF INCOMPLETE PROJECTS:

The District will use the remaining Reportable Fees in Fund 25 to fund upcoming; leases, purchases, installation of student housing facilities, expansions and improvements to sites, and administrative costs for implementing these programs. However, there are no current incomplete projects that utilize Reportable Fees.

# G. THE AMOUNT OF REFUNDS MADE OR REVENUES ALLOCATED FOR OTHER PURPOSES IF THE ADMINISTRATIVE COSTS OF REFUNDING UNEXPENDED REVENUES EXCEED THE AMOUNT TO BE REFUNDED:

No refunds of Reportable Fees were made in these fiscal years, and no refunds are required under applicable law.

#### H. ANTICIPATED PROJECTS:

Schedule C, below, provides a listing of anticipated projects and costs that will utilize, in part, the unexpended Reportable Fees fund balance as well as future Reportable Fee revenue and various facilities funding:

# I. IDENTIFICATION OF ALL SOURCES AND AMOUNTS OF FUNDING ANTICIPATED TO COMPLETE FINANCING OF THE SCHOOL FACILITIES IDENTIFIED BY THE DISTRICT:

Source of Funding	Amount of Funding Anticipated to be Received to complete Financing of School Facilities
1. State Funding Program Funds	\$31,650,000
<ol><li>State Hardship Program Funds</li></ol>	\$N/A
3. Community Facilities Districts	\$16,500,000
4. General Obligation Bond Proceeds	\$N/A
5. Redevelopment Pass- Through Agreements	\$ N/A
6. Statutory School Facility Fees	\$ N/A
7. Alternative School Facility Fees	\$ N/A
8. Mitigation Payments	\$ N/A
9. Certificates of Participation	\$ N/A
10. Statutory Redevelopment Pass Through Funds	\$ N/A
11. Total Funding (Lines 1 – 10 above)	\$48,150,000
12. Total Costs of All Projects (Add totals of all Schedules "C")	\$63,300,000
13. Minus Total of All Funding Sources (Enter from Line 11 Above)	\$48,150,000
14. Unfunded Balance Line 12, minus Line 13	\$15,150,000

J. DESIGNATION OF THE APPROXIMATE DATE ON WHICH THE FUNDING REFERRED TO IN PARAGRAPH I ABOVE IS EXPECTED TO BE DEPOSITED IN THE APPROPRIATE ACCOUNT OR SUB-ACCOUNT(S).

Sources	Approximate Date Expected to Be/Deposited
State Funding Program Funds	2018 *Based on State School
	Construction bond passing in November 2016
State Hardship Program Funds	N/A
Community Facilities Districts	2021 Depending on future development
General Obligation Bond Proceeds	N/A
Redevelopment Pass-Through Agreements	N/A
Statutory School Facility Fees	N/A
Alternative School Facility Fees	N/A
Mitigation Payments	N/A
Certificates of Participation	N/A
Statutory Redevelopment Pass Through Funds N/A	N/A

#### III. AVAILABILITY OF INFORMATION

In accordance with Government Code Section 66006(b)(2), the foregoing information, including the proposed five (5) year findings set forth below will be made available to the public at least fifteen (15) days prior to consideration of the Developer Fees Report. The Board of the District will review such annual information and proposed five (5) year findings at its next regular meeting occurring at least fifteen (15) days subsequent to the availability of this Developer Fees Report.

Any members of the public desiring more detailed information regarding Developer Fees may contact the Facilities Department at Rocklin Unified School District. Please refer to the District website for additional information on the District's current Facilities Master Plan, as well as for current Developer Fee information.

#### IV. FINDINGS

The Rocklin Unified School District has:

- 1. Expended developer fees for public improvements solely and exclusively for the purpose of purposes for which the fee was collected.
- 2. Levied, collected or imposed no fee to be used for general revenue purposes.
- 3. Deposited developer fees in a separate fund or account in a manner that has avoided commingling of those fees with other funds.
- 4. Expended developer fees only for the purposes for which they were collected.

5. Made available to the public specified information relating to the fee, interest, other income, expenditures, and refunds occurring during the fiscal year within 180 days of the close of the fiscal year.		

#### **SCHEDULE "A"**

#### ROCKLIN UNIFIED SCHOOL DISTRICT STATUTORY SCHOOL FACILITY FEE FISCAL YEAR 2015-2016

#### **Statutory School Fees**

Level 1 \$3.36 per square foot Commercial/Industrial \$0.54 per square foot

#### SCHEDULE "B"

# ROCKLIN UNIFIED SCHOOL DISTRICT ITEMIZED EXPENDITURES - DEVELOPER FEES EXPENDITURES FISCAL YEAR 2015-2016

Project Description	Percentage Funded w/ Developer Fees	Amount
Granite Oaks Middle School Expansion Project *	75%	\$3,658,955
District Office Remodel due to Growth	100%	\$172,688
Misc. Project due to Growth	100%	\$23,072
Administrative Cost	100%	\$90,452
<ul> <li>Project to be completed in 2016-17.</li> <li>See total cost on schedule "C".</li> </ul>		\$3,945,167

#### **SCHEDULE "C"**

# ROCKLIN UNIFIED SCHOOL DISTRICT FIVE YEAR PROJECTED CAPITAL EXPENDITURES

Project Name	Relationship to Reportable Fee	Funding Source	Estimated Project Cost	Date to be Deposited to Fund
New Elementary School #12	Provide facilities for student population growth	Reportable Developer Fees/State Funding Program/CFD	\$36,000,000.00	Fiscal Years 2016-17 through 2020-2021
Portable Additions to Rocklin High School and Whitney High School	Provide facilities for student population growth	Reportable Developer Fees/State Funding Program/	\$11,000,000.00	Fiscal Years 2016-17 through 2020-2021
Portable Additions to Granite Oaks and Spring View Middle Schools	Provide facilities for student population growth	Reportable Developer Fees/State Funding Program/CFD	\$11,000,000.00	Fiscal Years 2016-17 through 2020-2021
Granite Oaks Middle School Expansion Project	Provide facilities for student population growth	Reportable Developer Fees/State Funding Program/CFD	\$5,300,000	Fiscal Years 2015-16 Through 2016-17

#### ROCKLIN UNIFIED SCHOOL DISTRICT

#### **BOARD AGENDA BRIEFING**

SUBJECT:		016-17 Initial Contract Prop and set Public Hearing for D		Public School Employees
DEPARTMENT:	RTMENT: Office of the Assistant Superintendent, Human Resources			
Background:				
		ith CSEA and the District. E (Sunshined) its proposal fo		negotiations guidelines through 2017. 2016-17 contract year.
Status:				
Trustees for the 2	016-17 cont		accepted, staff reco	oposal for acceptance by the Board of mmends a public hearing be scheduled
Presenter:				
Colleen Slattery,	Assistant Su	perintendent, Human Resc	ources	
Financial Impact	<b>:</b>			
Current year: Future years: Funding source:	N/A N/A N/A			
Materials/Films:				
None				
Other People Wh	no Might Pro	esent:		
Stan Taylor, Pres	ident and Ba	argaining Chair, California S	School Employees As	sociation
Allotment of Tim	e:			
Check one of the	following:	[] Consent Calendar	[X] Action Item	[] Information Item
Packet Informati	on:			
A copy of CSEA's	proposal ar	nd a copy of the Memorando	um of Understanding	between CSEA and the District,

#### Recommendation:

Staff recommends the Board accept CSEA initial contract proposal for 2016-17 and schedule a Public Hearing for December 14, 2016.

entered into on August 18, 2016, which details negotiations guidelines and items to be negotiated for 2016-17.

# Memorandum of Understanding Between California School Employees Association And Its Rocklin Chapter #773 And the Rocklin Unified School District

This Memorandum of Understanding (MOU) is entered into this 16<sup>th</sup> day of August between the Rocklin Unified School District (District) and California School Employees Association and its Rocklin Chapter #773 (CSEA). The parties agree that it is in the interest of the District and (CSEA) to have stability during the period in which the parties negotiate a successor collective bargaining agreement. To this end the parties agree as follows:

- 1. The parties agree to create a new collective agreement between CSEA and the District with a term of July 1, 2016 through June 30, 2019.
- 2. The above referenced collective agreement shall embody all of the specific terms of the agreement that expired on June 30, 2016, with the exception of the duration article and any other article the parties' may negotiate out of the agreement..
- 3. Pursuant to the tentative agreement signed by the parties on January 15, 2016, the parties agree that for 2016-2017 school year they will re-open negotiations on salary, health, welfare and retirement benefits and one article of the parties' choice.
- 4. For the 2017-2018 school year and the 2018-2019 school year, the parties agree to reopen negotiations on salary, health, welfare and retirement benefits and two articles of the parties' choice.
- 5. Nothing in this agreement shall be construed as limiting any rights the parties otherwise retain under the provisions of the Educational Employment Relations Act.
- 6. The parties will act in good faith and in a timely manner to create the successor collective bargaining agreement.

For the District Colleen Stattery Date 8-16-16

For the CSEA Maky /gk I

Date 8-16-16

Colleen Slattery
Assistant Superintendent
Rocklin Unified School District
2615 Sierra Meadows Drive
Rocklin, CA 95677

RE: CSEA Initial Proposal 2016-2017

**Dear Assistant Superintendent Slattery:** 

Pursuant to Government Code Section 3547, the California School Employees Association and its Rocklin Chapter #773 (CSEA) hereby present its Initial Proposal for the 2016-17 school year as follows:

• Article 7: Vacation

CSEA proposes an increase to vacation leave and improved vacation scheduling flexibility.

• Article 25: Salary

CSEA is hereby seeking a fair and equitable increase in Classified salaries.

• Article 26: Health, Welfare and Retirement Benefits

CSEA hereby proposes the District increase the employer contribution to the Health Benefit cap for the Classified bargaining unit.

In order to comply with public notice requirements, please present CSEA's Initial Proposal at the next scheduled District Board Meeting. After completion of public notice requirements CSEA is prepared to meet and begin negotiations.

If there are any questions regarding this notice, please feel free to contact me at (916) 727-7313.

Sincerely,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

Mauricio Vides

**Labor Relations Representative** 

cc: Field Director; Area A Director; Regional Representative #75; Senior Labor Relations Representative; Chapter President #773; File

#### ROCKLIN UNIFIED SCHOOL DISTRICT

#### **BOARD AGENDA BRIEFING**

SUBJECT:	Set Date for Annual School Board Organizational Meeting
DEPARTMENT:	Office of the Superintendent
Background:	
an annual organiza conducted, the org which a Board mei	ational meeting. In any year in which a regular election of District Board shall hold ational meeting. In any year in which a regular election of District Board members is anizational meeting shall be held within a 15-day period beginning from the date upon mber elected at that election takes office. During non-election years, the meeting shall same 15-day period on the calendar.
Status:	
begins on Friday, [	ay window period established by statute to hold the annual organizational meeting December 2, 2016 and runs through Saturday, December 17, 2016. Staff requests that e its organizational meeting for December 14, 2016, the next regularly scheduled Board
Presenter:	
Roger Stock, Supe	erintendent
Financial Impact:	
Current year: Future years: Funding source:	N/A N/A N/A
Materials/Films:	
None	
Other People Who	o Might Be Present:
Allotment of Time	<b>:</b>
Check one of the fo	ollowing: [ ] Consent Calendar [X] Action Item [ ] Information Item
Packet Informatio	n:
None	
Recommendation	

Staff recommends approval of December 14, 2016, as the annual organizational meeting date.

#### ROCKLIN UNIFIED SCHOOL DISTRICT

#### **BOARD AGENDA BRIEFING**

SUBJECT:

Approve Rocklin Unified School District Board Policy BP 3515 - Campus Security (New);

Administrative Regulation AR 3515.1- Camera Surveillance (New); and

Administrative Regulation AR 3543.1 – Transportation Services Cameras (Revised)

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

#### Background:

While Rocklin has a very low crime rate, the District has occasional instances of vandalism occurring which cost the District funds and staff time.

#### Status:

Staff is recommending a new Board Policy and Administrative Regulation covering camera surveillance on District property and revising an Administrative Regulation for camera surveillance for District buses. This will enable the District to minimize vandalism, trespassing issues, and regulate bus conduct.

Staff is not recommending using permanent camera surveillance initially, but after consultation with the Rocklin Police Department, recommends using mobile camera surveillance as a tool to address vandalism of District property as needed. Staff consulted with legal counsel regarding the development of this policy and regulations.

#### Presenter:

Craig Rouse, Senior Director Facilities, Maintenance & Operations

#### Financial Impact:

Current year:

N/A

Future years:

N/A

Funding source:

N/A

#### Materials/Films:

None

#### Other People Who Might Be Present:

None

#### Allotment of Time:

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

#### **Packet Information:**

BP 3515 - Campus Security (New)

AR 3515.1 - Camera Surveillance (New)

AR 3543.1 - Transportation Services Cameras (Revised)

#### Recommendation:

Staff recommends approval of the Rocklin Unified School District BP 3515 – Campus Security (new); AR 3515.1 – Camera Surveillance (new); and AR 3543.1 – Transportation Services Cameras (revised).

#### **Rocklin USD**

#### **Board Policy**

**Campus Security** 

BP 3515

**Business and Noninstructional Operations** 

The Governing Board is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures which are consistent with the goals and objectives of the district's comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

(cf. 0450 - Comprehensive Safety Plan)

Surveillance Systems

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security. In consultation with the safety planning committee and relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

(cf. 5131.1 - Bus Conduct) (cf. 5145.12 - Search and Seizure)

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous locations at affected school buildings and grounds. These signs shall inform students, staff, and visitors that surveillance may occur and shall state whether the district's system is actively monitored by school personnel. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate.

(cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process)

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and

disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

(cf. 4112.6/4212.6/4312.6 - Personnel Records)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

#### Legal Reference:

**EDUCATION CODE** 

32020 Access gates

32211 Threatened disruption or interference with classes

32280-32288 School safety plans

35160 Authority of governing boards

35160.1 Broad authority of school districts

38000-38005 Security patrols

49050-49051 Searches by school employees

49060-49079 Student records

PENAL CODE

469 Unauthorized making, duplicating or possession of key to public building

626-626.10 Disruption of schools

**CALIFORNIA CONSTITUTION** 

Article 1, Section 28(c) Right to Safe Schools

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

**COURT DECISIONS** 

New Jersey v. T.L.O. (1985) 469 U.S. 325

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 257 (2000)

75 Ops.Cal.Atty.Gen. 155 (1992)

#### Management Resources:

**CSBA PUBLICATIONS** 

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS

The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools

and Law Enforcement Agencies, 1999

**WEB SITES** 

CSBA: http://www.csba.org

California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss

National Institute of Justice: http://www.ojp.usdoj.gov/nij

Adopted: November 16, 2016 Rocklin, California

#### **Rocklin USD**

## Business and Noninstructional Operations

**Purchasing Procedures** 

AR 3515.1

Campus Security – Camera Surveillance

Use of Surveillance Cameras

The Governing Board is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting District property, facilities, and equipment from vandalism and theft.

Accordingly, the Superintendent or designee shall develop campus security procedures which are consistent with the goals and objectives of the District's comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

The Board believes that reasonable use of surveillance cameras will help the District achieve its goals for campus security. In consultation with industry experts, staff, and relevant public agencies, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Cameras may be used to monitor buildings, exterior campus areas, including but not limited to; parking lots, perimeters, walkways, entrance and exit doors, interior hallways, large open interior spaces, picnic areas, foyers, lobbies, gymnasiums, school buses, athletic fields, stadiums, and other areas the Superintendent deems appropriate. The Superintendent shall notify the board if he/she designates locations for cameras in areas deemed appropriate other than those specifically identified in this paragraph.

Concealed or non-working cameras are not permitted. Any audio capability on the District's surveillance equipment shall be disabled so that sounds are not recorded.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted in a conspicuous area at one entry per building at affected school buildings grounds, or other appropriate locations. These signs shall inform students, staff, and visitors that the facility uses a security camera system. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the District's surveillance system, including the sites where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate under Board policy or law.

Students and staff shall not tamper or interfere with security camera equipment.

Recorded images obtained by the District shall be viewed by the Superintendent or designee as necessary. The District may rely on the images obtained by the surveillance cameras in connection with the enforcement of Board policy, administrative regulations, building rules and other applicable law including but not limited to student and staff disciplinary proceedings and matters referred to local law enforcement agencies in accordance with Board policy and applicable law. Recorded images may become part of a student's educational record.

A recorded image of an identifiable pupil that is being maintained by the District is considered a pupil record for the specific student for whom it is being maintained. The image may be shown to the following entities without prior parental consent, subpoena, or court order under the following conditions:

- 1. The Superintendent, or designee, at the request of a school principal or District administrator
- 2. A judge, probation officer, or district attorney who is participating in or conducting a truancy mediation program, or is participating in the presentation of evidence in a truancy petition
- 3. The district attorney's office for consideration against a parent or guardian for failure to comply with the Compulsory Education Law
- 4. A probation officer, district attorney, or counsel of record for a minor for purposes of conducting a criminal investigation or an investigation in regards to declaring a person a ward of the court or involving a violation of a condition of probation
- 5. Appropriate persons in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of a pupil or other person
- 6. An image depicting an identifiable pupil, after determination by the Superintendent, or designee as appropriate for disclosure, may be also shown to a peace officer identified to the District by the officer's agency in writing in connection with an active investigation because of probable cause the pupil has been kidnapped and that his or her abductor may have enrolled the pupil in a school or if there is reason to believe that there is an emergency in which providing the information to a peace officer is necessary to protect the health or safety of the pupil or other individuals
- 7. School Resource Officers assigned to a particular school or district, may view recorded images when there is a reasonable suspicion that the image depicts an event or action related to a crime or violation of school rules, or the image depicts a situation constituting a health or safety emergency requiring immediate action to protect the pupil or other individuals

Recordings and images of students captured on security recording devices that are maintained by Rocklin Unified School District are considered pupil records under the Education Code and education records under FERPA. Accordingly, these images may be shared with parents or students whose images are on the recording and with outside law enforcement authorities, as required by law and deemed appropriate by the Superintendent or designee. Recordings not saved for student or personnel records, or for law enforcement proceedings, will be destroyed after there has been an opportunity to review the recordings, but in no instance will this time exceed ninety (90) days.

Recorded images of an identifiable pupil that are not maintained by the District are not considered student records and may be released to law enforcement for any reason. To the extent that any images from the District's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

Images captured by District surveillance equipment may be used in personnel disciplinary proceedings or cases of suspected criminal activity by an employee.

The Superintendent, or designee, may authorize monitoring of live feeds from District surveillance cameras after determining all of the following:

- 1. A dire emergency is present which is defined as a violent attack, crippling natural or human made disaster, mass destruction, terrorist activity, or threatened terrorist act that poses immediate and significant peril.
- 2. The incident creates a clear and present danger of psychological harm or injury to students, staff, or visitors present.
- 3. The incident or threat is continuing.
- 4. The nature of the incident is of such magnitude that an immediate call for law enforcement or other public safety personnel presence is warranted.

Such monitoring of live video shall be only in the presence of the Superintendent, or designee(s), and public safety personnel.

This Policy does not apply to surveillance cameras placed by any law enforcement agency including the district attorney, the sheriff's office, the highway patrol, the city police, or any state

or federal law enforcement agency. These agencies are governed by laws and regulations pertaining to the activities of the agency.

Legal Reference:

**EDUCATION CODE** 

32020 Access gates

32211 Threatened disruption or interference with classes

32280-32288 School safety plans

35160 Authority of governing boards

35160.1 Broad authority of school districts

49050-49051 Searches by school employees

49060-49079 Student records

PENAL CODE

469 Unauthorized making, duplicating or possession of key to public building

626-626.10 Disruption of schools

**CALIFORNIA CONSTITUTION** 

Article 1, Section 28(c) Right to Safe Schools

UNITED STATES CODE, TITLE 20

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ATTORNEY GENERAL OPINIONS

Management Resources:

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CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

WEB SITES

CSBA: <a href="http://www.csba.org">http://www.csba.org</a>

California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss

National Institute of Justice: http://www.ojp.usdoj.gov/nij

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT approved: November 16, 2016 Rocklin, California

#### Rocklin USD

#### Administrative Regulation

Business and Noninstructional Operations

#### AR 3543.1

#### Transportation Services-Video Cameras

District school buses are equipped with video cameras. systems, will generally be placed in the interior front of school buses facing the rear. Cameras will be installed in the video boxes from time to time, usually at the request of drivers to monitor student behavior; although, management reserves the right to place a camera on a particular bus at unannounced times.

Video Ceameras may be used on school buses to monitor student behavior while traveling to and from school and school activities. The Board of Trustees believes that such monitoring will deter misconduct and help to ensure the safety of students and staff.

At the discretion of the Superintendent or designee, school bus video recordings may also be used to resolve complaints by students and/or parents/guardians and to help employees maintain discipline.

Video systems will generally be placed in the interior front of school buses facing the rear. Cameras will be installed in the video boxes from time to time, usually at the request of drivers to monitor student behavior; although, management reserves the right to place a camera on a particular bus at unannounced times.

The Superintendent or designee shall notify students, parents/guardians and staff that video surveillance may occur on any school bus and those video recordings may be used in student disciplinary proceedings. This notification shall include a copy of the district's policy and regulation on bus conduct. In addition, a prominent notice shall be placed in each bus stating that the bus is equipped with a video monitoring system.

#### Control of Systems

The supervision and control of all video cameras will be the responsibility of the Director of Transportation or his/her designee. Video cameras will be installed as required or as requested on a sign in sheet. All video equipment will be secured in a locked container when not in use.

Videotape Video Recordings will be controlled by the Director of Transportation. Recorded tape Due to systems capacity, routine recordings are in place for eight (8) school days before they are recorded over. Recordings will only be retained for a longer period of time if a parent or administrator notifies the Transportation Director of a request for review under this policy. Video Recordings which contains information relevant to the good order and discipline on our buses will be retained for 9030 days after the date of recording to allow administrative/parental viewing should a referral resulting from the recording tape be challenged. A date, route, and driver will identify each recording, recorded tape. The use of the video footage tape as an instructional method is encouraged, but it must be done with discretion and good

- judgement. Tapes <u>Video Ffootage</u> which contain no significant information may be reused immediately.
- Information on the <u>videotape\_video</u> recordings is considered to be for official use only and will not be viewed by anyone other than management and the driver without approval of management.
- Videotapes <u>Video Rrecordings</u> may be viewed by persons other than the Superintendent or designee under the following conditions:
- 1. When student misconduct is revealed as a result of a school bus <u>video recording videotape</u> or reported to the Superintendent or designee by a student, staff member or parent/guardian, students involved in the incident and their parents/guardians may ask the Superintendent or designee for an opportunity to view the <u>video recording videotape</u>.

#### videotape.

- a. Requests for viewing must be made within five (5) school days of receiving notification that misconduct occurred.
- b. A viewing shall be provided or denied within five (5) days of the request.
- c. Viewing will be limited to those frames containing the incident of misconduct.
- 2. Bus drivers and school administrators may ask to view <u>video recordings videotapes</u>-in order to observe a specific problem and work towards its solution.
- 3. Viewing shall occur only at a school-related site and in the presence of the Superintendent or designee.
- 4. All persons who view a tape shall be identified in a written log.

#### Copies of Video Recordings

Copies of video recordings will only may be provided upon request from law enforcement with approval from the Superintendent or pursuant to a court order or lawfully issued subpoena.

It is the District's policy that any recorded image of an identifiable pupil that is being maintained by the District is considered a pupil record for the specific student for whom it is being maintained and that the policies and procedures for pupil records shall apply to any such maintained recorded images.

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT approved: October 18, 2000 Rocklin, California revised November 16, 2016

#### ROCKLIN UNIFIED SCHOOL DISTRICT

#### **BOARD AGENDA BRIEFING**

SUBJECT: Survey Results Regarding Interest in Considering Later Start for High Schools

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

#### Background:

Last month, following Board direction, a survey was conducted to assess interest in pursuing a later start time for high schools. This survey targeted parents, students, staff and the community within the Rocklin Unified School District. The results of that survey will be examined to identify any trends that surfaced from the constituent groups and to provide information for determining next steps.

#### Status:

Approximately 3,700 responses were collected. This presentation will provide an analysis of the responses as a whole, as well as by constituent group. Staff have made recommendations for a process that will further develop and vet possible proposals and costs. should the Board give direction to proceed with exploring ideas for this initiative,

#### Presenter(s):

Kathy Pon, Ed. D., Deputy Superintendent, Educational Services Martin Flowers, Director, Secondary Programs and School Leadership

#### Financial Impact:

Current year:

None

Future years:

Estimated \$200,000 - \$800,000

Funding source:

**LCFF** 

#### Materials/Films:

None

#### Other People Who Might Be Present:

Barbara Patterson, Deputy Superintendent, Business and Operations

#### **Allotment of Time:**

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

#### Packet Information:

Power Point Presentation: Survey Results about Interest in Considering Later Start for High Schools

#### Recommendation:

For Information only

# Survey Results About Interest in Considering Later Start for High Schools

# Rocklin Unified School District **Board of Trustees Meeting November 16, 2016**

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

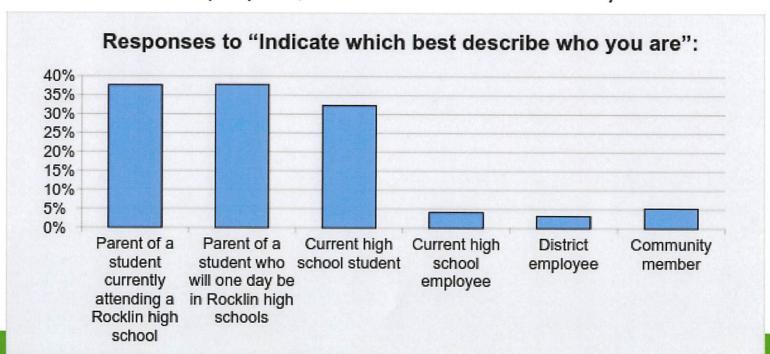


# Overview of Presentation

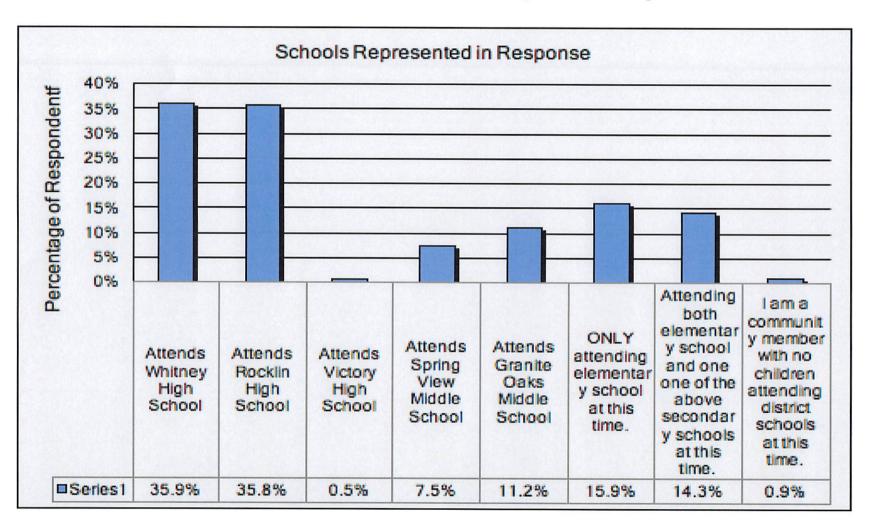
- Review results from district survey of interest to parents, staff, students and community
- Examine any trends that surfaced from constituent groups.
- Share big ideas gleaned from comments
- Recommend next steps in the process of consideration of a later start time for Rocklin Unified high schools.

# Survey Responders

- There were a total of 3761 responses. Parent and employee responders checked more than one box. (Example: parent and employee.)
- 2837 were parents, 1213 were high school students, 273 were high school/district employees, and 196 were community members

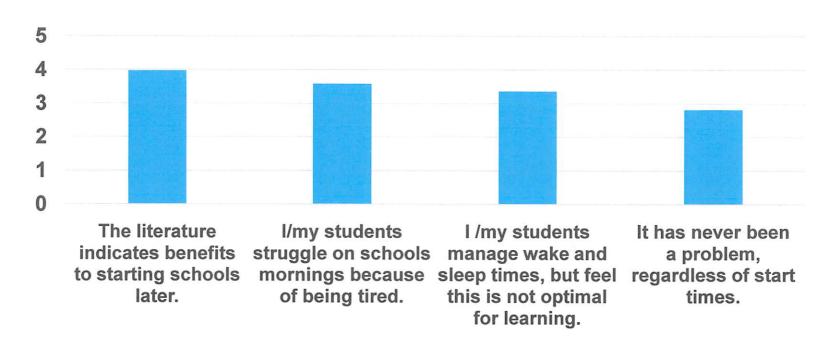


# Schools Represented by Respondents

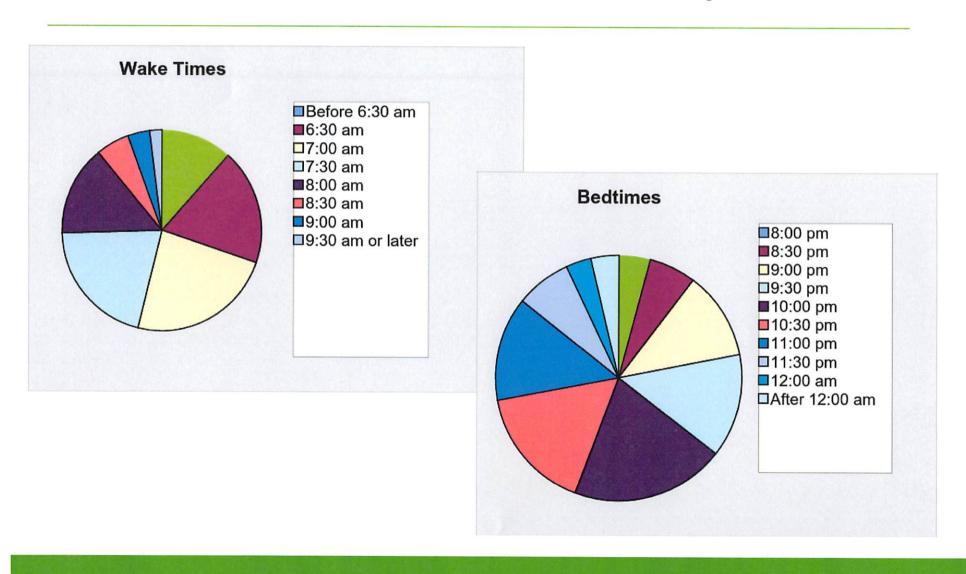


# Reactions from All Responders to Basic Information About Later Start

#### **Participants' Agreement with Statements About Later Start**



# Wake and Sleep Times Reported



# Respondent Groups' Priorities

Student Group - 1201	Ratings
Academic performance.	4.74
Health and sleep.	4.63
After school athletics/extra-curricular activities.	3.93
Parent Group - 2437	
Academic performance.	4.80
Health and sleep	4.71
After school athletics/extra curricular activities	3.78
Employee Group - 255	
Academic performance.	4.70
Health and sleep.	4.56
After school athletics/extra-curricular activities.	3.93

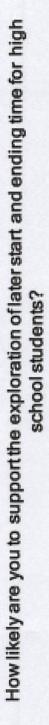
These were the top 3 priorities and rated as important on a scale of 1-5 by each group.

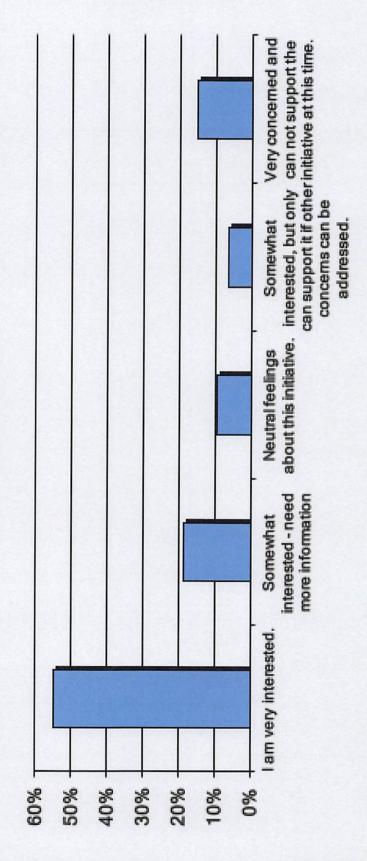
# Student Reported Participation in Extra Curricular Activities

School Related	Non School Related	Hours
25.1%	21.7%	0-1
16.6%	18.8%	1-2
19.6%	25.8%	3-5
17.1%	16.4%	6-10
21.7%	17.3%	10+

A little more than 75% of reporting students indicate they spend 1-10 or more hours of time outside of school participating in extra curricular activities. This suggests that any later start time solutions should include ways to mitigate the impact on students' extra curricular schedules.

## Overall Student Interest





### Student Themes in Responses

Great Idea Trouble Getting Interested
Elementary and Middle Schools Release Brain Afternoon

Good Idea High School Love to Start

Morning Sports Teams Sleep

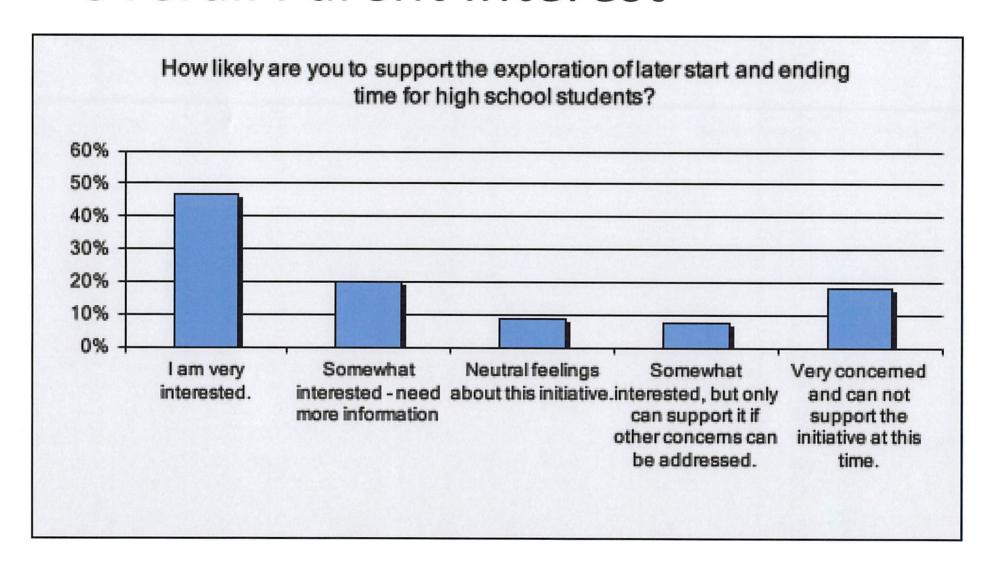
Play Sports Students Care

Homework Traffic Bed Later Football

Study Hurt Shorter Next Year Perfect Worried about Sports

**Activities Outside of School** 

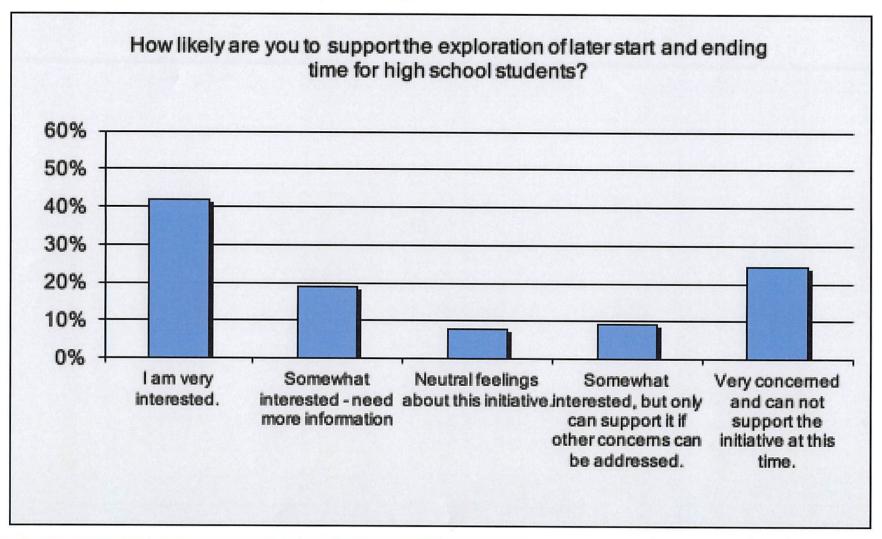
### **Overall Parent Interest**



### Parent Themes in Responses

Prefer Bus Stop Dinner Cutting Research Starts at 7:45 Concerned Expect Late Start Future High School Next Year Kids Positive Sleep High Schoolers Parents Breakfast School Activities Bus Transportation Work Schedule Talking Idea Never been an Issue Exploring Cause Them to Stay up Later Reason Traffic

### Overall Employee Interest



# **Employee Themes in Responses**

Later Release High School Brain Schedule Help Students Say Middle School Negative Impact Lunch Sun Option Traffic Study Real World Learn Perfect Sports Decision Sleep Love Bed Later Opportunity Tired HS Students School Activities Great Idea Falling Asleep Shorter

### Comments in Favor

These past years at Whitney our start time is at 7:45. At Spring View, it started at 8:30. I felt when attending Spring View I was much more rested and was more awake in my morning classes. These years at Whitney I am much more tired, anxious, and worried throughout the day and I cannot comprehend things as much. I feel with a later start time I would learn things much more thoroughly.

Thank you for exploring this issue. I always thought the start time for HS was too early. I assumed the early start was due to sports. Let's put our kids' health and education first!

I've always known kids need more sleep and this is one way to ensure kids are getting the rest that they need. Our kids are all so involved in activities beyond school that it makes it difficult to get their activities completed, do their homework/study, eat right and get over 8 hours of sleep. I really hope that this survey helps make the change that's been needed for some time.

My grades for my morning classes have always been harder to maintain and now that i am taking more advanced classes i feel the my sleep schedule is not optimal for maximum learning.

As a teacher and parent in Rocklin I feel our student's mental and physical health plays a vital role in their academic experience. Lack of sleep due to high academic content load and expectations results in an above average amount of homework. The block day does provide in "theory" an extra day to complete but due to the homework load every day - the extra day isn't really ever a viable option. Our students are busy with sports, student government, etc. before/after school in an effort to create well rounded, balanced students, This leaves little time to eat, shower and complete work. The lack of sleep is consistently compiling throughout the week so that they are irritable, unable to concentrate which leads to impaired decision making. Even an 8:00 start time is easier on them- but 8:15-8:30 is doable as well.

### Comments – Concerned/Not in Favor

As a working parent a later start time means a later work day. There are already early morning meetings that have to be pushed out due to school start times. To me, the problem is not the start time but the time the child goes to bed.

Starting later will impact a child's ability to get their homework done in the evening which means they stay up later or get up early to finish it. Participation in after school activities is then impacted as they will not have as much time to get homework started before they leave for sports or after they get home from sports.

Our children have no problems waking up in plenty of time for school. I am very concerned about the impact on after school activities and feel this initiative places over emphasis on class time and doesn't consider the value of extracurricular programs. I reviewed the studies presented and did not find the evidence to be compelling.

Since both parents work 5 days a week in our family, the current schedule is more optimal for us to get our child to school and for us to get to work. Any change in start time would be a serious disruption and very inconvenient.

Although I understand the premise of wanting to optimize our children's learning potential, I do not think it is the schools responsibility to enforce family dynamics and sleep patterns. What will happen to these children once they enter the "real world" and have to take a college course at 7 am or a morning shift that starts at 6 am? Instead of changing the times (which would have a drastic effect on the rest of the community) why don't we focus our efforts on teaching children how to best adapt to the world around them (i.e. the importance of getting x amount hours of sleep, healthy living in a busy world, etc.)

### Recommended Next Steps

### **November**

- Examine options more deeply:
  - Identify "tipping point" options that might achieve the goal of a later start for high school students and also create the least amount of impact to families' schedules/students' extra curricular activities

### December/January

- Convene focus groups to collect input about options
- Meet with employee groups to discuss workplace impact
- Cost out proposals for viability
- Update Board regarding results of focus groups

### <u>February</u>

- Conduct a more specific survey of final options
- Bring results and a recommendation to the Board

### **ROCKLIN UNIFIED SCHOOL DISTRICT**

### **BOARD AGENDA BRIEFING**

SUBJECT:

RUSD Strategic Plan Update

DEPARTMENT:

Office of the Deputy Superintendent, Educational Services

### **Background:**

The RUSD Strategic Plan is in the third year of implementation. This presentation will highlight work completed in Quarter 1 for the 2016-2017 school year to continue progress on district activated actions. Eleven sites have completed the Strategic Planning process in previous school years and are in the process of activating and implementing actions with the assistance of the One Time Seed Funds approved by the Board during the 2015-2016 school year.

### Status:

This report will share the actions from Quarter 1 of 2016-2017 that serve as evidence that the work identified in the activated plans continues to deepen, and the District is moving forward. Ryan O'Donnell will share the progress related to the newly implemented Innovation Cohort. In addition, the progress on facilitating the remaining six sites in Strategic Planning will be presented. Finally, next steps toward the alignment of the District Strategic Plan and the Local Control Accountability Plan will be reviewed.

### Presenters:

Kathy Pon, Deputy Superintendent, Educational Services
Melanie Patterson, Program Specialist, Local Control Accountability Plan & Strategic Planning
Ryan O'Donnell, Teacher on Special Assignment, Technology

### Financial Impact:

Current year: Future years:

NA

Funding source:

NA NA

Materials/Films:

None

### Other People Who Might Be Present:

**Educational Services Leadership Team** 

### Allotment of Time:

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

### Packet Information:

PowerPoint; RUSD Strategic Plan Quarterly Update and Progress Toward Outcomes Attachment A: Strategic Plan Quarterly Update

### Recommendation:

Information Item Only

### Strategic Plan Quarterly Update

### Rocklin Unified School District Board of Trustees Meeting November 16, 2016



Kathleen Pon, Ed. D.

Deputy Superintendent, Educational Services

**Melanie Patterson** 

Program Specialist, LCAP & Strategic Planning

Ryan O'Donnell

Teacher on Special Assignment, Technology

## Overview of Presentation

- **District Plan Alignment**
- District Strategic Plan Update
- District Activated Actions
- Progress Highlights for Year 3/Quarter 1 (July-October 2016)
- Site Strategic Planning Update
- Overview, Site Highlights, Seed Funds Update
- Next Steps

### Alignment to Strategic and Local Control Accountability (LCAP) Plans

LCAP Goal	RUSD Strategic Plan Strategies: We will	State Priorities
Goal 1: Academic Advancement	<ul><li>(1) create student academic growth through dynamic, relevant and increasingly challenging learning experiences.</li><li>(4) enhance student growth through local partnerships that provide learning opportunities and community service experiences</li></ul>	(1)Basic Services-Materials (4)Pupil Achievement (7)Course Access (8)Other Pupil Outcomes
Goal 2: Building Capacity	(3)continuously build individual and organizational capacity, and seek additional resources and partnerships to fulfill our mission	(1)Basic Services-Credentials (2)Implementation of State Standards
Goal 3: Support Systems & Safe Schools	<ul><li>(2) provide a variety of opportunities for all students to become healthy, self aware, resilient and high functioning adults</li><li>(5) have regular, consistent, proactive systems of clear communication that improve organizational efficiency, engage the community and promote our district</li></ul>	(1)Basic Services-Facilities (3)Parent Involvement (5)Pupil Engagement (6) School Climate

### RUSD Strategy | Activated Actions

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

- 1.1 Implement literacy practice within and across content areas as the foundation for teaching and learning based on adopted California State Standards
- **1.2** Education experiences will promote learning that is engaging, dynamic, authentic and focused on application based knowledge
- **1.3** Appropriate technology tools and resources are integrated to support effective instruction and learning
- **1.4** Measure academic growth through the use of a variety of multifaceted assessments

### RUSD Strategy I Progress Highlights

### 1.1 Implementation of Literacy Practice:

- ✓ The implementation of literacy (and numeracy) practices based on adopted CA State Standards, is measured through:
  - a) SBAC student achievement in ELA and Mathematics
  - b) professional development in the ELA and Mathematics
  - c) principal observations of practice in Instructional Rounds

### 1.2 Authentic Learning:

✓ Project Based or Inquiry Learning, Career Technological Education Pathways

### RUSD Strategy I Progress Highlights (Cont.)

### 1.3 Technology:

✓ Student to device ratios: TK-6 at 2:1; 7-8 at 2.75:1; 9-12 at 3.5:1

### 1.4 Assessments:

- ✓ Grades 2-8: Measures of Academic Progress (MAP)
- ✓ Grades TK-1: Education Software for Guiding Instruction (ESGI)
- ✓ RUSD Assessment System:

Fall: MAP and ESGI

Winter: Interim Smarter Balance Assessments

Early Spring: MAP and ESGI

Late Spring: Smarter Balance Summative Assessments

### **RUSD Strategy II Activated Actions**

We will provide a variety of opportunities for all students to become healthy, self aware, resilient and high-functioning adults:

- **2.1 -** Foster healthy relationships and interactions by developing both intra and inter-personal skills.
- **2.2 -** Coordinate district wide resources to counsel students on long term planning and goal setting.
- **2.3** Provide opportunities to explore and pursue college and career readiness.
- **2.5** Support, motivate and positively guide struggling students toward long term goals.
- **2.7** Identify and implement strategies for healthy, appropriate, and responsible cyber ethics that promote positive online identities and interactions.

### **RUSD Strategy II Progress Highlights**

### 2.1: Fostering Healthy Relationships and Interactions

✓ Positive Behavioral Intervention and Support (PBIS)-11 Schools, Elementary Pro-Social Skills Groups, Elementary Counseling

### 2.2: Long-term Planning and Goal Setting

✓ Naviance Summer Institute and Professional Development at the secondary level

### 2.3: Explore and Pursue College and Career Readiness

- ✓ Sierra College Career Technical Education (CTE) Open House, Implement and expand CTE Pathways, CTE Advisory Committee with members from business, college, RUSD administrators, teachers and students
- ✓ Preparation for Dual-Enrollment course offerings with Sierra College in CTE and some core courses

# RUSD Strategy II Progress Highlights (Cont.)

## 2.5: Support Struggling Students

✓ PBIS, Emotional Intelligence Education (EQ Schools) at Rocklin High, Student annual assessment

## 2.7: Digital Citizenship

- ✓ Implementation of Digital Citizenship curricula in grades 1-6
- ✓ Pilot secondary Digital Citizenship curricula in grades 7-12
- ✓ Digital Safety Parent Forum at Spring View

### RUSD Strategy III Activated Actions

We will continuously build individual and organizational capacity, and seek additional resources and partnerships to fulfill our mission:

- **3.1** Develop a centralized support system to lead and create partnerships for professional learning.
- **3.2 -** Create and implement a plan for blended professional development.
- **3.5** Establish a comprehensive, collaborative, and continuous instructional support system for support staff to enhance personal learning and growth.

### **RUSD Strategy III Progress Highlights**

### 3.1: Centralized Support System for Professional Learning

- ✓ Additional TOSA supporting Special Education in reading/math interventions and social skills curricula training
- ✓ Site lead training in Multi-Tiered System of Supports (MTSS)
- ✓ CSU Summer Institute training in Math and English
- ✓ Innovator Cohort

### 3.2: Blended Professional Learning

✓ Accessible Curricula for All (ACA), Safety Training, Stanford Education

### 3.5: Instructional Support System for Support Staff

- ✓ Training for office professionals, and computer lab technicians
- ✓ Instructional Aide training (math intervention and active supervision)
- ✓ Bus Driver training

## **Innovator Cohort**

support at each site as well as build capacity within these educators on their year The RUSD Innovation Cohort is the district team tasked to provide technology long path of innovation.

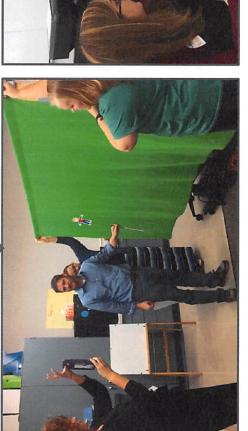
### Three Components

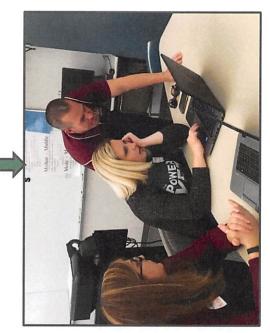
1) "I Learn": Cohort Team 2) "I Apply": Design an Innovation Project 3) "I Coach": Site Based PD



CERTIFIED **Educator** 

Google for Education





### RUSD Strategy IV Activated Actions

We will enhance student growth through local partnerships that provide learning opportunities and community service experiences

**4.2** - Foster healthy relationships and interactions between RUSD and business and community service organizations.

### RUSD Strategy IV Progress Highlights

### 4.2: RUSD and Community Partnerships

- ✓ Enhanced business relationships with Intel, Studio Movie Grill, Dutch Brothers, Circus Vargas
- ✓ Partnering with Rocklin Chamber to assist in the Senior Mock Interview program at WHS
- ✓ Vendors supporting classroom Science, Technology, Engineering, and Math (STEM) presentations district-wide





### RUSD Strategy V Activated Actions

We will have regular, consistent, proactive systems of clear communication that improve organizational efficiency engage the community and promote our District

- 5.1 Ensure systemic, district-wide communication protocols and policies for all audiences, including employees, parents, students and the community.
- 5.2 Ensure district employees have the necessary information for effective communication with stakeholders
- 5.5 Engage key stakeholders staff, students, parents, businesses and the community with information that empowers them to communicate effectively about the district.

### RUSD Strategy V Progress Highlights

### **5.1: District Communication Protocols**

- ✓ Media Communication Protocol, Crisis Communication and Quick Reference Emergency Contact established and provided for key staff
- ✓ Communications Department Form for newsworthy events provided to all staff

### 5.2: Communication Information for District Employees to Stakeholders

- ✓ Continuous updates regarding positive and vital information
- ✓ All actions in 5.1 above

### RUSD Strategy V Progress Highlights

### 5.5: Engage Stakeholders with Information about RUSD

- √ "Summer Social Media Spotlight" to all staff
- ✓ Facebook and Twitter
- ✓ Email communications about media coverage

✓ Family Partners in Education



### Site Strategic Planning

### 2014-2015:

Sierra, Breen, Twin Oaks, Granite Oaks, Valley View, Parker Whitney

### 2015-2016:

Rocklin Elementary, Antelope Creek, Ruhkala, Spring View, Rocklin High

### 2016-2017:

 Cobblestone, Victory, Rocklin Independent Charter Academy, Rock Creek, Sunset Ranch, Whitney

All dates and locations for site planning are arranged and confirmed.

Sites are identifying community, parent, student, and staff team members.

### Next Steps

- Continue Site Strategic Planning with remaining six sites beginning December 2016
- Align LCAP and Strategic Plan goals/actions through a District Strategic Plan Refresh Process beginning February 2017
- Utilize state and local metrics to measure progress and growth in accordance with the California Accountability and Continuous Improvement System

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

**Action 1.1** - Implement literacy practice within and across content areas as the foundation for teaching and learning based on adopted California State Standards.

Implementation Timeline: Multi-Year Person Responsible: Kathy Pon Status: In Progress

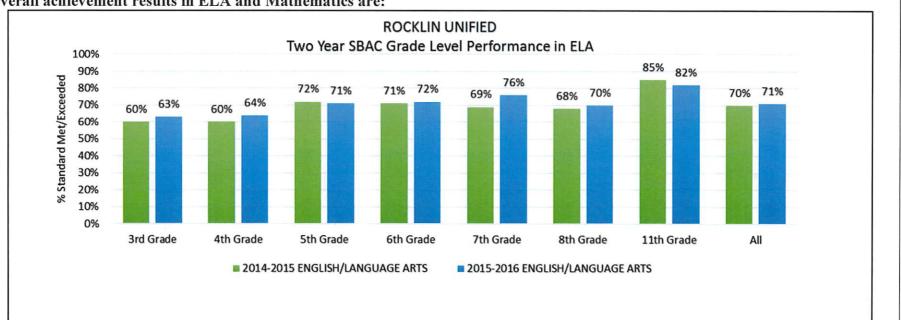
### **QUARTERLY ACTIONS**

### Quarter 1 (July 2016-October 2016):

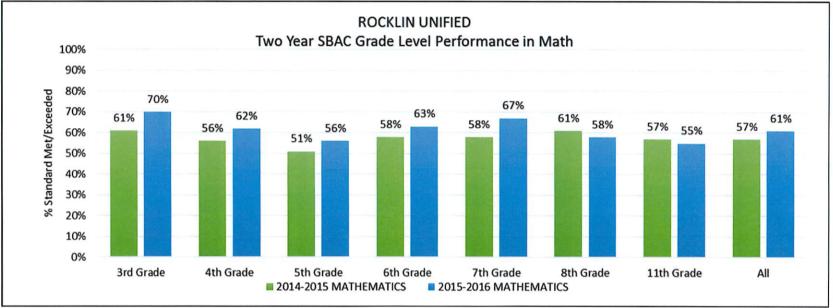
The implementation of literacy (and numeracy) practices based on adopted CA State Standards, is measured through:

- a) SBAC student achievement in ELA and Mathematics
- b) professional development in the ELA and Mathematics
- c) principal observations of practice in Instructional Rounds

### Overall achievement results in ELA and Mathematics are:



District grade level breakdowns in mathematics of the percentage of students who met/exceeded standards increased across most grades (not matched student cohorts) from last year's results, with 3<sup>rd</sup> and 7<sup>th</sup> grades increasing 9 percentage points. 8<sup>th</sup> grade decreased 3 percentage points and 11<sup>th</sup> grade decreased 2 percentage points from last year's results.



- Elementary and middle school programs demonstrate continued improvement.
- 7/11 elementary schools increased in the overall percentage of students who met/exceeded standards, as compared to last year's results in ELA, and 10/11 schools increased the overall percentage of students who met/exceeded standards, as compared to last year's results in mathematics. (The only decrease was a school that dropped 1 percentage point.)
- Middle schools and RICA increased in overall percentage of students who met/exceeded standards for both ELA and Mathematics, as compared to last year's results.
- All high schools including Victory (11<sup>th</sup> grade only) <u>decreased</u> in the overall percentage of students who met/exceeded standards in ELA, as compared to last year's results. For mathematics, RHS maintained its overall percentage of students who met/exceeded standard, and WHS and Victory decreased in the overall percentage of students who met/exceeded standards, as compared to last year.

### Professional development in Q1 covered:

The Secondary ELA/ELD pilot training (25 teachers)

The elementary and secondary mathematics summer training (approximately 35 teachers each)

Secondary and elementary curriculum pilot (35 and 42, respectively)

4 days of K-2 Bridges Training

2 days of TK ELA/Math training

1 session for all 1-6th grade staff Number Corner math training at Learning Fest

2 ½ days for 3 cohorts of Writer's Workshop

1 full day release for planning Integrated III coursework for high school math teachers

### Observation of Mathematics by district administrators for the first quarter includes:

- Secondary Leadership Walk at Spring View Sept. 2016
  - Trends included partial evidence that students were engaging in group work, accessing opportunities to produce multiple solutions to problems, and using manipulatives to represent/solve mathematical problems.
- Elementary Leadership Walk at Rocklin High and Sunset Ranch in Oct. 2016

Action 1.2 - Education experiences will promote learning that is engaging, dynamic, authentic and focused on application based knowledge.

Implementation Timeline: Multi-Year Person Responsible: Kathy Pon Status: In Progress

### **QUARTERLY ACTIONS**

### Quarter 1 (July 2016-October 2016):

Experiences for authentic learning include emphasis on Project Based or Inquiry learning at the elementary and middle school levels, and on Career Technology Education (CTE) at the high school levels:

Work in these areas includes:

- Professional development on environments for inquiry Sierra Elementary (August)
- 3 days of Project Based Learning for Valley View and Parker Whitney (October)
- Professional development for CTE courses offered throughout the year

Action 1.3 - Appropriate technology tools and resources are integrated to support effective instruction and learning

Implementation Timeline: Multi-Year Person Responsible: Mike Fury Status: In Progress

### **QUARTERLY ACTIONS**

### Quarter 1 (July 2016-October 2016):

- 1,500 11+ year old Personal Computers removed or repurposed
- 111 new Chromecarts deployed with over 3,600 new Chromebooks across all schools
- Student to device ratios: TK-6 at 2:1; 7-8 at 2.75:1; 9-12 at 3.5:1
- Aeries online gradebook implemented for grades K-6, Schoology online gradebook implemented for grades 7-12

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

Implementation Timeline: Multi-Year Person Responsible: Kathy Pon Status: In Progress

### **QUARTERLY ACTIONS**

### Quarter 1 (July 2016-October 2016):

Steps to establish a district-wide system of assessment that informs instruction began this year with the introduction of the Measures of Academic Progress (MAP) (2-8) and Education Software for Guiding Instruction (ESGI) (TK-1) tools for district benchmark assessments. There is also scheduled time in mathematics to identify End of Course District Assessments in Integrated I and II. The following timelines have been established for formative and summative district assessments:

### **District Testing Windows for 2015-2016**

Fall: Aug. 22-Sept. 23: MAP, Primary MAP and ESGI - Makeups Sept. 26-30

Winter: Dec. 5-Jan. 27: Interim SBAC Math and ELA Brief Write Performance Tasks

Early Spring: Mar. 6-Mar. 31: MAP, Primary MAP and ESGI - Makeups Apr. 3-7 (High School PT)

Late Spring: Apr. 17-May 26: Late Spring: CAASPP State Testing – Makeups May 22-29

Use of EADMS to house local formative, benchmark and summative test data as well as work supporting grade level/department teams' use of data will be forthcoming after MAPs Report Training Oct. 6th.

Strategy 2 – We will provide a variety of opportunities for all students to become healthy, self-aware, resilient and high-functioning adults.

Action 2.1 - Foster healthy relationships and interactions by developing both intra and inter-personal skills.

Implementation Timeline: Multi-Year Person Responsible: Karen Huffines Status: In Progress

### **OUARTERLY ACTIONS**

### Quarter 1 (July 2016-October 2016):

- Positive Behavioral Intervention and Support (PBIS)-There are currently 11 schools participating in PBIS. (Tier I Schools [Spring View, Breen, Twin Oaks, Ruhkala, Sierra & Antelope Creek) Tier II Schools (Valley View, Cobblestone, Parker Whitney & Granite Oaks) Tier III School (Rocklin Elementary). The three cohorts are in different stages of training and implementation. There is much enthusiasm around the program. Heather Conn, has been hired as our PBIS Behaviorist. Her support has been a valuable addition to the district PBIS team.
- Pro-Social Skills-Elementary support aides (2 per school sites) were trained in late May and again in August in the facilitation of a Pro-Social Skills Group, working directly with students in need of improving their social interactions with peers. To date, Breen Elementary as begun the program. Other elementary schools are expected to implement the program over the next few months
- Elementary Counseling-Our ability to address the needs of students at risk have increased with the addition of three counselor interns. Working in conjunction with the school psychologists, they are currently serving students 4-5 days a week at the following sites; AC, PW, GO, SV, RHS, WHS, and as needed at VHS and RICA.

Action 2.2 - Coordinate district wide resources to counsel students on long term planning and goal setting.

Implementation Timeline: Multi-Year Person Responsible: Marty Flowers Status: In Progress

### **QUARTERLY ACTIONS**

### Quarter 1 (July 2016-October 2016):

- Professional Development and use of Naviance at all secondary sites.
- One Assistant Principal and two counselors attended the Naviance Summer Institute. During this time the Naviance plan was updated.

Action Plan 2.3 - Provide opportunities to explore and pursue college and career readiness.

Implementation Timeline: Multi-Year Person Responsible: Marty Flowers Status: In Progress

### **QUARTERLY ACTIONS**

### Quarter 1 (July 2016-October 2016):

- District administrators and counselors attended the Sierra College CTE Open House. CTE teachers were also invited to attend and encouraged to bring students with them as well.
- Updated district CTE pathways
- The CTE Advisory Committee Meeting was conducted on October 3, 2016 and was attended by members from the business community, Sierra College, William Jessup University, PCOE, district/site administration, teachers, and students. The committee continued with the work of improving and implementing the district CTE Pathways supported by the CTE Incentive Grant and Perkins Grant.
- Continue to work with teachers to increase our industry partnerships in hopes of securing more work experience/internships for our students.
- RUSD met with Sierra College representatives to prepare dual-enrollment opportunities to begin in the fall of 2017. Offerings will be in CTE and some core classes.

Action 2.5 - Support, motivate and positively guide struggling students toward long term goals.

Implementation Timeline: Multi-Year Person Responsible: Kathy Pon Status: In Progress

### **QUARTERLY ACTIONS**

### **Quarter 1 (July 2016-October 2016):**

- 11 elementary and middle school staffs participated in various levels of Positive Behavior Support System cohort training for support of positive behaviors and decision making in schools.
- RHS began support for students' emotional wellbeing in September with a teacher, student and parent training. This was followed up by some staff participation in the EQ Schools conference for more classroom strategies in October.
- The district identified the plan to assess students' feelings of emotional safety and connection to adults through a district survey in even years and California Healthy Kids Survey in odd years. This year grades 4, 6, 8, and 10 will be assessed by a district survey.

Action 2.7 - Identify and implement strategies for healthy, appropriate, and responsible cyber ethics that promote positive online identities and interactions.

Implementation Timeline: Multi-Year Person Responsible: Kathy Pon Status: In Progress

### **QUARTERLY ACTIONS**

### Quarter 1 (July 2016-October 2016):

- All 1-6th grade staffs were trained on and began implementing Digital Citizenship curricula. A posttest of student competencies will be given in November.
- Some staff in grades 7-12 will pilot a Digital Citizenship curricula.
- Spring View conducted a parent/student forum about digital safety.

Strategy 3 - We will continuously build individual and organizational capacity, and seek additional resources and partnerships to fulfill our mission.

Action 3.1 - Develop a centralized support system to lead and create partnerships for professional learning.

Implementation Timeline: Multi-Year Person Responsible: Kathy Pon

Status: In Progress

### **QUARTERLY ACTIONS**

## Quarter 1 (July 2016-October 2016):

- One TOSA supporting special education was added to the TOSA team and has begun supporting new SPED teachers and a variety of reading, mathematics interventions and social skills curricula trainings and implementation.
  - The district continued its partnership with West Ed to support site lead training in MTSS and development at pilot sites of Learning
- The district continues to partner with CSU Stanislaus for mathematics and EAP trainings (English) that have taken place in summer.
  - RUSDlearns instituted for site/district articulation committee work monthly throughout the school year.
    - Lesson study structure continued at Twin Oaks.
- Instructional Rounds instituted by RHS Leadership team (teachers and admin) to walk classrooms and identify areas for deepening
- Schoology HUB online discussion being utilized by teachers
- Innovator Cohort launched with 32 teachers participating. Some group learning (Google Certification) but each teacher is activating a personal learning project and will collect evidence of impact on teaching and learning by year end.

Action 3.2 - Create and implement a plan for blended professional development.

Status: In Progress Person Responsible: Kathy Pon Implementation Timeline: Multi-Year

## **QUARTERLY ACTIONS**

## Quarter 1 (July 2016-October 2016):

Blended learning has mainly been in the areas of the 2nd cohort of 11 individuals with Accessible Curricula for All (ACA) training, Safety Training for site teams, and a cohort of 12 individuals participating in Stanford Education.

Action 3.5 - Establish a comprehensive, collaborative, and continuous instructional support system for support staff to enhance personal learning and growth.

Implementation Timeline: Multi-Year Person Responsible: Kathy Pon Status: In Progress

### **QUARTERLY ACTIONS**

- All office professionals met in August for training
- One PLC meeting for elementary office professionals
- A series of monthly Aeries trainings planned for 2016-17
- Computer Lab Technicians met in August for back to school training and collaboration
- Instructional Aide and bus driver training on math interventions and active supervision

### Strategy 4 – We will enhance student growth through local partnerships that provide learning opportunities and community service experiences.

Action 4.2 - Foster healthy relationships and interactions between RUSD and business and community service organizations.

Implementation Timeline: Multi-Year Person Responsible: Diana Capra Status: In Progress

### **QUARTERLY ACTIONS**

- We have enhanced relationships with various business partners including Intel who provides many volunteers to participate in our schools. Other new relationships include highlighting area businesses/community Service organization to participate more in our upcoming Middle School Career Days (i.e. Studio Movie Grill, Dutch Brothers, PCOE, to name a few).
- Working with Chamber and others to start mentoring/internship type program with our schools. Already assisted WHS Patrick Floyd to boost participation with local business leaders who volunteered for the Senior Mock Interview program.
- Working with various STEM related vendors to promote classroom presentations district wide.
- Established new relationship with Circus Vargas who is also working on a STEM related program. They donated 9000+ free child passes to their September shows in Citrus Heights and Roseville.

Strategy 5 – We will have regular, consistent, proactive systems of clear communication that improve organizational efficiency engage the community and promote our District.

Action 5.1 - Ensure systemic, district-wide communication protocols and policies for all audiences, including employees, parents, students and the community.

Implementation Timeline: Multi-Year

Person Responsible: Diana Capra

Status: In Progress

### **QUARTERLY ACTIONS**

Quarter 1 (July 2016-October 2016):

- Provided Communications Protocol for media issues to key staff
- Provided Crisis Communications and Quick Reference Guide/Emergency Contact Numbers for Media related issues
- Provided special form employees can fill out to provide information about their newsworthy events for the Communications/Community Engagement Department to post on social media, RUSD Highlights and pitch to news media when appropriate

Action 5.2 - Ensure district employees have the necessary information for effective communication with stakeholders.

Implementation Timeline: Multi-Year

Person Responsible: Diana Capra

Status: In Progress

### **QUARTERLY ACTIONS**

- Constant communication regarding positive and/or vital information via emails, social media (Face book and Twitter), RUSD Highlights with employees so they can act as Information Ambassadors
- Plans of action for leadership as well as staff to deal with Media, public inquires, etc.
- Provided special form employees can fill out to provide information about their newsworthy events for the Communications/Community Engagement Department to post on social media, RUSD Highlights and pitch to news media when appropriate.

Action 5.5 - Engage key stakeholders – staff, students, parents, businesses and the community – with information that empowers them to communicate effectively about the district.

Implementation Timeline: Multi-Year Person Responsible: Diana Capra Status: In Progress

### **QUARTERLY ACTIONS**

- In the summer of 2016, provided upbeat, weekly "Summer Social Media Spotlight" to update all staff on summer work being performed. Posted numerous pictures of our people and their work on Facebook and Twitter!
- Provided updates regarding when media will appear on our sites for a positive news stories and then follow up with actual link of news coverage
- Implemented Family Partners in Education new monthly Board meeting event where a family from each school and the school is honored for their service
- Continue to maintain an effective social media presence engaging with students, staff, families and the Rocklin Community on Twitter and Facebook

### ROCKLIN UNIFIED SCHOOL DISTRICT

### **BOARD AGENDA BRIEFING**

SUBJECT:

Local Control Accountability Plan (LCAP)

**DEPARTMENT:** 

Office of the Deputy Superintendent, Educational Services

### Background:

The Local Control Funding Formula (LCFF) has given districts broad discretion over how to use base and supplemental funds. The use of the supplemental funds must expand or improve services for every student who is low income, learning English, or in foster care in proportion to the additional supplemental funding that these students bring to the district. The Rocklin Unified School District (RUSD) Local Control Accountability Plan (LCAP) has been aligned with the District-wide Strategic Plan. The Board approved the 2016-2019 LCAP on June 22, 2016. The LCAP was then submitted to Placer County Office of Education on June 23, 2016.

### Status:

Educational Services staff will present an update on the expected and current outcomes as of October 2016 for each goal and a progress report on the implementation of LCAP actions and services. The extensive plan for stakeholder engagement as part of the LCAP and budget development timeline will be presented. Finally, the revisions to the LCAP Template will be reviewed.

### Presenters:

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

### **Financial Impact:**

Current year:

NA

Future years:

NA

Funding source:

NA

### Materials/Films:

None

### Other People Who Might Be Present:

**Educational Services Leadership Team** 

### **Allotment of Time:**

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

### **Packet Information:**

Local Control Accountability Plan Presentation

Attachment A: Local Control Accountability Plan Summary

### Recommendation:

Information Item Only

### Local Control Accountability Plan

### Rocklin Unified School District Board of Trustees Meeting November 16, 2016



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

Melanie Patterson

Program Specialist, LCAP & Strategic Planning

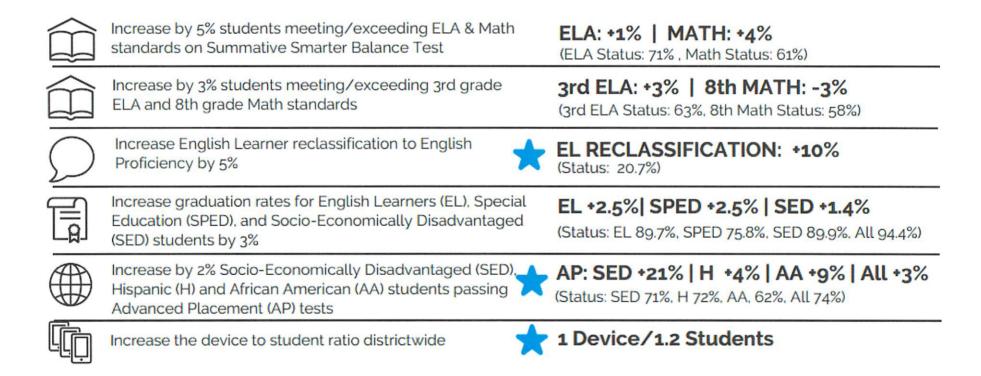
### Overview of Presentation

- Alignment to Strategic Plan and State Priorities
- 2016-2017 LCAP Expected and Current Outcomes
- 2016-2017 Implementation Highlights
- 2016-2017 Stakeholder Engagement
- 2017-2020 LCAP and Budget Development Timeline
- 2017-2020 LCAP Template Update
- Next Steps

### Alignment to Strategic Plan and State Priorities

LCAP Goal	RUSD Strategic Plan Strategies: We will	State Priorities
Goal 1: Academic Advancement	<ul> <li>(1) create student academic growth through dynamic, relevant and increasingly challenging learning experiences.</li> <li>(4) enhance student growth through local partnerships that provide learning opportunities and community service experiences</li> </ul>	(1)Basic Services-Materials (4)Pupil Achievement (7)Course Access (8)Other Pupil Outcomes
Goal 2: Building Capacity	(3)continuously build individual and organizational capacity, and seek additional resources and partnerships to fulfill our mission	(1)Basic Services-Credentials (2)Implementation of State Standards
Goal 3: Support Systems & Safe Schools	<ul><li>(2)provide a variety of opportunities for all students to become healthy, self aware, resilient and high functioning adults</li><li>(5)have regular, consistent, proactive systems of clear communication that improve organizational efficiency, engage the community and promote our district</li></ul>	(1)Basic Services-Facilities (3)Parent Involvement (5)Pupil Engagement (6) School Climate

### LCAP Expected and Current Outcomes: Goal 1 Academic Achievement





## LCAP Expected and Current Outcomes: Goal 2 Building Staff Capacity



Increase staff perception of growth measured before and Marception of Growth: +8% to +32% after professional learning opportunities



(Based on baseline staff survey results Jan-April 2016)



Maintain 100% fully credentialed teachers placed in the appropriate assignments

2016-2017

Fully Credentialed Teachers: 99.5%

Indicates Outcome on Target as of Oct. 2016

### LCAP Expected and Current Outcomes: Goal 3 Student Support and School Safety



Maintain above 90% and increase by 1% students indicating they feel safe at school



FEELING SAFE: (2015 Status)Change

GRD 5: (95%)+6% | GRD 7: (94%)+6%

GRD 9: (95%)+9% | GRD 11: (94%)+5%



Decrease by 2% students indicating they were bullied and cyber bullied at school within the last year

BULLYING: (2015 Status)Change

GRD 5: (55%) +7% | GRD 7: (38%) -3%

GRD 9: (30%) -3% | GRD 11: (34%) +9%

CYBER-BULLYING:

GRD 5: (6%) 0% | GRD 7: (24%) +17%

GRD 9: (25%) +16% | GRD 11: (24%) +16%



Maintain above 90% parents who strongly agree or agee they attend events at school



PARENT PARTICIPATION: 90.6%



Maintain the overall attendance rate above 96%



**ATTENDANCE RATE: 96.88%** 



Maintain all school facilities in Good Repair Status (2015-2016)



FACILITIES:

100% Good Repair or Above



Indicates Outcome on Target as of Oct. 2016

### 2016-2017 Implementation Highlights

### Goal 1: Academic Achievement

- ELA/ELD Pilot
- Full Day Kindergarten/TK
- Aeries Parent Portal System (K-6)
- Naviance Implementation Plan
- Technology Loan Program for targeted socio-economically disadvantaged, English learning and foster students in need
- CTE Pathway Implementation
- Collaboration with Sierra
   College on dual enrollment
   continues
- PSAT or PreACT testing for high school students

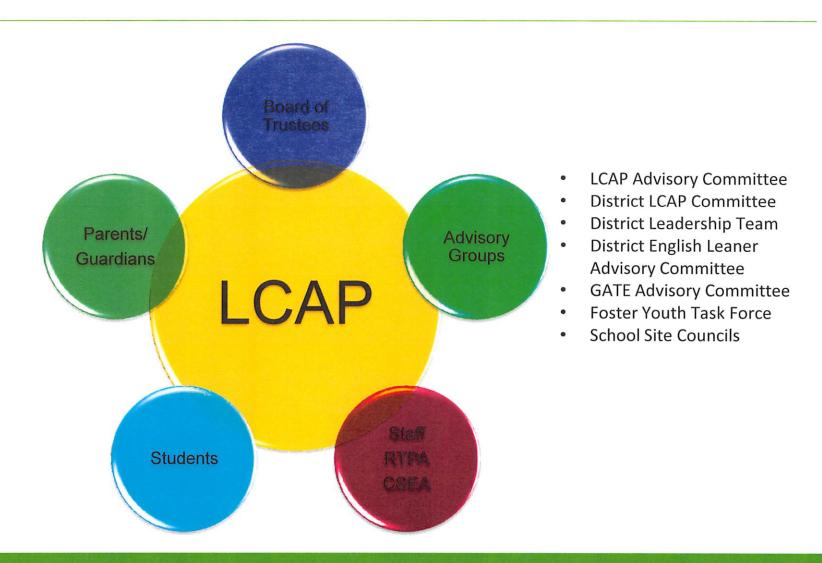
### Goal 2: Building Staff Capacity

- Five Teachers on Special Assignment (STEM, ELA/ELD, Special Education, Technology)
- Instructional Rounds
- Multi-tiered System of Supports (MTSS)
- Counseling training: Naviance
- Guided Language Acquisition and Design training
- Tolerance/Diversity training with District Leadership Team in planning phase
- Instructional Aide Training:
   Active Supervision, Nonviolent
   Crisis Intervention, Reading
   Mastery, Bridges Intervention,
   Big Ideas Math
- RUSDLearns

### Goal 3: Support and Safety

- After school tutoring at five elementary schools, including all Title I schools
- Expanded Family Tutoring Center to secondary students
- Mid Year Intervention Program,
   Summer and Extended School
   Year Program, enrichment offering
- SVMS Learning Center Model
- Digital Citizenship instruction K-6, secondary in planning phase
- MTSS implementation with site focus
- Foster Youth Individualized Success Plan and Task Force
- Safety trainings at all sites
- 10 sites implementing Positive Behavioral Supports and Interventions
- School Based Therapy(all sites) and Social Skills Groups(K-6)

### 2016-2017 Stakeholder Engagement



### 2016-2017 Stakeholder Engagement

Stakeholder Group	Method	Date	
School Site Councils	Principals present and gather input via survey	October 5-November 1	
Site Faculty	Ed Services Team present at faculty meetings and gather input via survey	October 5-December 7	
All Staff	Survey via email	December 8-22	
RTPA/CSEA Leadership	Consultation, discussion	November and April	
Student Forums	LCAP Specialist present and gather input via survey at select sites	November-January 20	
Students	Grades 4, 6, 8, and 10 online survey	November 7-11	
Parent/Guardians	Survey via email	January 2-18	
<b>GATE Advisory Committee</b>	Consultation, discussion	October 27	
Foster Youth Task Force	Consultation, survey, discussion	November 15, April 20	
District English Learner Advisory Committee	Consultation, survey, discussion	October 18, January 19, May 11	
District Leadership Team	Consultation, survey, discussion	January 24, March 28	
<b>District LCAP Committee</b>	Discussion	Monthly Meetings	
<b>LCAP Advisory Committee</b>	Consultation, survey, discussion	January 24, March 28, May 23	
<b>Board of Trustees</b>	Consultation, discussion	November 16, March 15, April 5, May 17, June 14	

### 2017-2020 LCAP and Budget Development Timeline\*

MONTH	ACTIONS
September 2016 - January 2017	<ul><li>✓ Gather Outcome Data</li><li>✓ Stakeholder Consultation</li></ul>
December 14, 2016	✓ First Interim Report to Board
January 11, 2017	✓ Finalize Enrollment Projections
January 18, 2017	✓ Present Governor's Budget Proposal to Board
January 24. 2017	✓ District Leadership Team: LCAP Presentation and Consultation, Governor's Budget Proposal Update, Budget Development Process
February 1 &2, 2017	✓ District Strategic Planning Refresh/Update
February 1-8, 2017	✓ Secondary Staffing Meetings
February 10, 2017	✓ Elementary Staffing Meeting
February 15, 2017	✓ LCAP Stakeholder Input Workshop with expanded LCAP District Committee
February 13-28, 2017	✓ Reconciliation of all Budget Input

### 2017-2020 LCAP and Budget Development Timeline\* (cont.)

MONTH	ACTIONS
March 13-29, 2017	✓ Site and Department Budget Meetings Held
March 15, 2017	✓ Second Interim Report to Board, Review Draft LCAP with Board, Review Proposed Budget Revisions (Augmentations / Reductions) with Board
April 5, 2017	✓ Review Draft LCAP with Board (if needed), Post Draft LCAP on Website for Feedback
May 17, 2017	✓ May Revise Update to Board
June 14, 2017	✓ Public Hearing for LCAP and 2017-2018 Adopted Budget
June 28, 2017	✓ Presentation to Board for Adoption of 2017-2020 LCAP
June 30, 2017	✓ Submit Final LCAP to Placer County Office of Education

### 2017-2020 LCAP Template Update

Revisions to the LCAP Template incorporate suggestions from numerous stakeholders, education coalition, and advocacy groups.

### The goal is to:

- Maximize transparency and ease of use for stakeholders
- Simplify, to the extent possible, structure and language

### Reordered sections:

Plan Summary

**Annual Update** 

Stakeholder Engagement

Goals, Actions, and Services

Demonstration of Increased or Improved Services

- Provide clear instructions and support
- Support efficient and effective local planning, reporting, and implementation process

### **Next Steps**

- Continue LCAP Action Implementation and Stakeholder Engagement
- Align LCAP and Strategic Plan goals/actions through a District Strategic Plan Refresh Process beginning February 2017
- Utilize state and local metrics to measure progress and growth in accordance with the California Accountability and Continuous Improvement System

### LOCAL CONTROL ACCOUNTABILITY PLAN /2016-17

THE CORNERSTONE AND LEADER OF EDUCATIONAL EXCELLENCE



RUSD will ensure all students achieve and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards.

### **EXPECTED OUTCOMES:**



Increase by 5% students meeting/exceeding ELA & Math standards on Summative Smarter Balance Test



Increase by 3% students meeting/exceeding 3rd grade ELA and 8th grade Math standards



Increase English Learner reclassification to English Proficiency by 5%



EL RECLASSIFICATION: +10%

3rd ELA: +3% | 8th MATH: -3%

(3rd ELA Status: 63%, 8th Math Status: 58%)

**CURRENT OUTCOMES:** 

(ELA Status: 71%, Math Status: 61%)

ELA: +1% | MATH: +4%

(Status: 20.7%)



Increase graduation rates for English Learners (EL), Special Education (SPED), and Socio-Economically Disadvantaged (SED) students by 3%

EL +2.5% | SPED +2.5% | SED +1.4%

(Status: EL 89.7%, SPED 75.8%, SED 89.9%, All 94.4%)



Increase by 2% Socio-Economically Disadvantaged (SED) Hispanic (H) and African American (AA) students passing Advanced Placement (AP) tests



AP: SED +21% | H +4% | AA +9% | All +3% (Status: SED 71%, H 72%, AA, 62%, All 74%)

Indicates Outcome on

Target as of October 2016

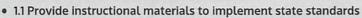


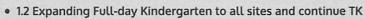
Increase the device to student ratio districtwide



1 Device/1.2 Students

### G1: ACTIONS AND SERVICES:





- · 1.3 Provide counseling to increase college/career outcomes
- 1.4 Refine and implement program offerings to TK-12 English Learners
  - 1.5 Provide technology and internet access for targeted students
  - 1.6 Identify and support CTE pathways connected to industry sectors
  - 1.7 Provide administrative and operational services
  - 1.8 Provide dual-enrollment courses in conjuction with Sierra College
    - . 1.9 Support college/career readiness by providing AVID Tutoring
    - 1.10 Provide timely and effective communication pathways
    - 1.11 Explore options for supporting college readiness through PSAT testing



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

### **FXPFCTFD OUTCOMFS:**

### **CURRENT OUTCOMES:**



Increase staff perception of growth measured before and Perception of Growth: +8% to +32% after professional learning opportunities



(Based on baseline staff survey results Jan-April 2016)



Maintain 100% fully credentialed teachers placed in the appropriate assignments

Fully Credentialed Teachers: 99.5%

2016-2017

### **G2: ACTIONS AND SERVICES:**

- 2.1 Ensure the development, effectiveness, and retention of highly qualified staff through a comprehensive program of professional development, support and compensation. Professional learning opportunities include and are not limited to learning walks, assessment, early education, Multi-Tiered System of Support, equity, language/discourse, support staff training, and Career Technical Education
  - 2.2 Provide professional learning supported by six Teachers on Special Assignment (TOSA) in alignment with the RUSD Professional Development Plan

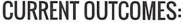


RUSD will provide support systems for learning and provide safe schools with healthy climates where all students have opportunities to achieve at high levels.

### **EXPECTED OUTCOMES:**



Maintain above 90% and increase by 1% students indicating they feel safe at school





FEELING SAFE: (2015 Status)Change GRD 5: (95%)+6% | GRD 7: (94%)+6% GRD 9: (95%)+9% | GRD 11: (94%)+5%



Decrease by 2% students indicating they were bullied and cyber bullied at school within the last year

BULLYING: (2015 Status)Change

GRD 5: (55%) +7% | GRD 7: (38%) -3% GRD 9: (30%) -3% | GRD 11: (34%) +9%

CYBER-BULLYING:

GRD 5: (6%) 0% | GRD 7: (24%) +17% GRD 9: (25%) +16% | GRD 11: (24%) +16%



Maintain above 90% parents who strongly agree or agee they attend events at school



PARENT PARTICIPATION: 90.6%



Maintain the overall attendance rate above 96%



ATTENDANCE RATE: 96.88%



Maintain all school facilities in Good Repair Status (2015-2016)



FACILITIES: 100% Good Repair or Above

### G3: ACTIONS AND SERVICES:



- 3.1 Provide Instructional Aides and services for students with exceptional needs
- · 3.2 Provide tutoring by expanding TK-12 intervention programs
- · 3.3 Support targeted students at SVMS in literacy through a learning center model
- 3.4 Provide high school Mid-Year Intervention Program (Night School)
- · 3.5 Support student achievement throught summer school, including enrichment
  - · 3.6 Provide family engagement/education
  - 3.7 Implement Phase 1 of Multi-Tiered System of Supports (MTSS)
  - · 3.8 Support English Learners with tutoring and other programs
  - 3.9 Provide support for students in foster care and establish a district Foster Youth Task Force
  - 3.10 Continue providing safe and well maintained facilities
    - 3.11 Continue providing safe and efficient transportation
    - 3.12 Continue partnerships with Rocklin Police, Fire, and other EMS
    - · 3.13 Continue expansion of Positive Behavior Intervention & Supports (PBIS)
    - · 3.14 Implement Digital Citizenship Curricula across all grade levels
    - · 3.15 Provide universal anti-bullying procedures/curricula
    - 3.16 Provide school based therapy and social skill interventions

### **ROCKLIN UNIFIED SCHOOL DISTRICT**

### **BOARD AGENDA BRIEFING**

SUBJECT: College Readiness Block Grant

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

### **Background:**

The College Readiness Block Grant was established by the California Department of Education (CDE) for the purpose of providing California high school students, particularly socio-economically disadvantaged, English learner, and foster youth, additional supports to increase the number who enroll at institutions of higher education and complete an undergraduate degree within four years. Eligible grade levels are 9, 10, 11, and 12. The CDE requires districts to develop a plan describing how funds will increase or improve services to ensure college readiness and how the plan aligns with the Local Control Accountability Plan. Districts shall report to the CDE by January 1, 2017 how the impact of the funds received will be measured.

### Status:

This report will provide a review of the process used to develop the Rocklin Unified School District and Rocklin Independent Charter Academy plans, including stakeholder involvement. Both plans will be discussed. The California Department of Education requires that the plans be presented to the Governing Board and approved in two separate meetings. These plans will be brought back to the December 14 meeting for approval.

### Presenter(s):

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

### **Financial Impact**:

Current year: RUSD \$99,148

RICA \$75,000

Future years:

N/A

Funding source: College Readiness Block Grant

### Materials/Films:

None

### Other People Who Might Be Present:

Martin Flowers, Director, Secondary Programs and School Leadership

### **Allotment of Time:**

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

### **Packet Information:**

Power Point Presentation: College and Career Readiness Block Grant Attachment A: RUSD College and Career Readiness Block Grant Plan Attachment B: RICA College and Career Readiness Block Grant Plan

### Recommendation:

For Information Only

### The College Readiness Block Grant

### Rocklin Unified School District Board of Trustees Meeting November 16, 2016



Kathleen Pon, Ed.D.

Deputy Superintendent, Educational Services

**Melanie Patterson** 

Program Specialist, LCAP and Strategic Planning

### Overview of Presentation

- Review the purpose of the College Readiness Block Grant
- Outline permissible activities
- Share the process of planning and input, and the plans that have been developed
- Explain next steps in this process

### Alignment to District Goals

### **LCAP**

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

### Strategic Plan

<u>Action Plan 2.3</u>: Provide opportunities to explore and pursue college and career readiness.

# Purpose and Requirements

- pupils, particularly unduplicated pupils, additional supports to increase the The College Readiness Block Grant was established to provide high school number who enroll at institutions of higher education and complete an undergraduate degree within four years.
- ensure college readiness. The plans shall include information regarding how it aligns with the school district's local control and accountability plans. Districts must develop a plan describing how the funds will be used to
- The plan shall be discussed at a regularly scheduled meeting by the governing board of the LEA and adopted at a subsequent regularly scheduled meeting.
- Rocklin Unified School District was allocated \$99,148.
- The Rocklin Independent Charter Academy was allocated \$75.000.

# Use of Grant Funds

successful matriculation to institutions of higher education. Activities may include: Block grant funds shall be used for activities that directly support pupil access and

- Professional development to improve pupil A-G course completion rates, pupil college-going rates, including development of honors and Advanced Placement courses.
- Increasing counseling to pupils and families about college admission requirements and financial aid programs.
- Purchasing of materials that support college readiness, including preparation for tests required for admittance to colleges.
- Developing comprehensive advising plans to support pupil completion of A-G course
- Implementing partnerships between high schools and postsecondary educational institutions that support pupil transition to postsecondary education.
- Providing subsidies to unduplicated pupils, to pay fees for taking advanced placement exams.
- Expanding access to coursework or other opportunities to satisfy A-G course requirements to

### Process of Plan Development

### **RUSD Plan Development Timeline and Committee Members:**

October 12, 2016 RUSD Planning Committee Meeting 1 (RHS) October 26, 2016 RUSD Planning Committee Meeting 2 (WHS)

### **District Office:**

Kathy Pon, Deputy Superintendent Marty Flowers, Director Jordan White, Coordinator Melanie Patterson, Specialist

### Rocklin High:

Dave Stewart, Principal Whitney Cottrell, AP Lissa Morgan, Counselor Adrienne Tacla, Teacher

### Whitney High:

Justin Cutts, Principal Jennifer Hanks, AP Roisin Leroy, Counselor Penny Shelton, Teacher

### RICA Plan Development Timeline and Committee Members:

October 5, 2016 October 20, 2016 RICA Planning Committee Meeting 1 at RICA RICA Planning Committee Meeting 2 at RICA

### **District Office:**

Kathy Pon, Deputy Superintendent Marty Flowers, Director Melanie Patterson, Specialist

### RICA:

Wayne Hauptman, Principal Skott Hutton, Assistant Principal Julie Casler, Teacher

## Next Steps

- December 14, 2016: Board Action to Approve Plans
- January 1, 2017: Submit plans to measure the impact of the funds received to the California Department of Education
- January June 2017: Year 1 Implementation
- July 1 June 30 2018: Year 2 Implementation
- July 1 June 30 2019: Year 3 Implementation

### Attachment A: RUSD College Readiness Block Grant Plan

0.0\$	Difference				
	Indirect Cost				
0.841,66\$	Budget				
0.869,36\$	IstoT		education after graduation		
0.0\$	This item will be continued work	Number of students earning college credit before graduation	Increase the number of students earning college credit before graduation and higher continuity to enright and institutions of higher specialists.	Dual enrollment with Sierra College	SP Strategy 1 LCAP Goal 1, Action 1.8
912,858.00	A-G approved courses are available for adoption through UCCI at no cost. Curriculum training is available to teachers by UCCI in two day.  Approximately \$39X7 hrs per day (summer) per teacher x 10 days 2-4 teachers. Summer stipend for teachers attending two day workshop, \$250 x for teachers attending two day workshop, \$250 x by to 20 teachers.	Ö-A sindenis roi studenis ready /-	Support teachers with UCCI training to create courses. Begin with a pilot for 4 teachers. Increase the number of students A G ready	Create and provide pathways for completing A-G requirements and support students where there are roadblocks. Combine this effort with CTE Grant for summe training	SP Strategy 1 LCAP Goal 1
\$13,200.00	lunch ( dinning commons:\$750 2 substitutes: \$250 \$2200x 6 trips	Number of targeted students attending institutions of higher education after graduation		Field trips to colleges (private, public, community, state) fo cohort of targeted students Coordination, planning, training	LCAP Goal 3
00.049,8\$	Labor, food, childcare for workshops=\$720 2 workshops for 3 schools for 2 years=	LCAP parent survey results  Number of junior and senior  students enrolling in Sierra  College		application, including Sierra College Academic	210-20101
00.000,01\$	CollegeBoard Professional Development Modules + no cost. Stipend for teachers to implement staff development - approximately \$4000. A-List Education: On-site PD available for 2 day training \$5000 + Travel Expense for 1 trainer + Teacher materials and/or Self-contained Prep and district needs.  Sand district needs.			otni eschera in SAVAS Treparation to incorporate into	LCAP Goal 1  SP Strategy 1  LCAP Goal 1
\$21,000.00	years of AP testing	sests		I strabuts GES for seet feet 9.	SP Strategy 1
00.000,08\$	PSAT is \$15 per student 2 years of testing for approximately 1000 students Approximately \$3,500 per high school for three	P course enrollment for	specially fargeted students  Notease enrollment in AP courses for single-specially	SAT in 11th: National Merit Scholarship  SAT in 11th: Vational Merit Scholarship  reACT for 10th: College Readiness component iounselors meet with students to discuss results and plan Intercourses (college prep)	P Strategy 1 PLCAP Goal 1, Action 1.1.1 P
JnuomA Jagbu	Budget Description New PreACT is \$12 Det student	Measures of Effectiveness		Rectional Services	Goals (LCAP and SP)

RUSD will ensure all students acheive and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards.

3 RUSD will provide support systems for learning and provide safe schools with healthy climates where all students have opportunities to achieve at high levels. 2 RUSD will ensure staff coninually build capacity through professional learning and growth opportunities that support student achievement and success.

RUSD Strategic Plan

### Attachment B: RICA College Readiness Block Grant Plan

	I 1 and 3	Top 3 scheduled for following year	students for college	number of students attending	Cost for three trips a year for three years:	
				schools visited	Hourly pay for two teachers=\$4536	\$9,936.00
3 Goal		vendors Provide lunch, drawings to encourage family participation		application rate in Naviance	Cost for one event for two years: Hourly pay to prepare for event=\$2880 Lunch=\$2000 Material/Supplies=\$600	\$5,480.00
			=	applications, FAFSA applications	Cost to implement for 2.5 years: WACAC/NACAC Conference/Membership=\$8590 Rocklin Chamber of Commerce Events=\$4500 Infrastructure=\$1000 Labor=\$13500	\$27,590.00
4 Goal		Naviance: Provide to expand understanding of capabilities and implementation techniques Early education of A-G and related college requirements on Mondays in alignement with RUSD	Understand and begin taking steps for graduation and college attendance	The number of student plans created in Naviance	Cost for six teachers: Hourly pay=\$864	\$864.00
5 Goal	ii 1		attend UC/CSU colleges	percentage of students meeting UC/CSU college entrance requirements	Cost to plan and implement A-G course: Textbooks=\$2250 Lab materials=\$4000 Curriculim Development hourly pay=\$1065 Course Approval Process=\$710 Teacher hourly pay=\$10800	\$18,825.00
6 Goal	ıl 1		Increased awareness and participation of ASVAB assessments, leading to a sound understanding of student's respective vocational aptitude. Increased participation in PSAT, with the goal of reducing SAT anxiety and improving SAT results.	and PSAT assessments	Cost for ASVAB administration three times: Proctor hourly pay=\$324  Cost for PSAT two times for 50 students: Proctor hourly pay=\$324 Assessment Fee=\$1500	\$2,148.00
7 Goa	ai 1	AP Course Offerings: (pilot) offer online courses to a cohort of students and evaluation with data	Offer more opportunities for advanced students	accessed course and passed test.	AP Courses through University of California- Scout \$99 per section, per semester- RICA provides the teacher \$169 per section, per semester- Scout provides the teacher (NCAA approved) \$299 per student, per semester- Scout provides the teacher with flexible course schedule and deadlines BYU Online AP Bio: \$318 per year per student (\$15 per semester per student) AP Psychology: \$356 per year per student (\$148 per semester per student + \$30 for books) AP Calc. AB: \$498 per year per student (\$249 per semester per student)	\$7,547.00
					Total	\$72,390.00

Budget \$75,000.00 Indirect Cost \$2,610.00 Difference \$0.00

### **RICA LCAP Goals**

- 1 RICA will ensure all students acheive and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards.
- 2 RICA will ensure staff coninually build capacity through professional learning and growth opportunities that support student achievement and success.
- 3 RICA will provide support systems for learning and provide safe schools with healthy climates where all students have opportunities to achieve at high levels.

### PENDING BOARD AGENDA ITEMS

July 2016

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

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

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

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

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