



# **Rocklin Independent Charter Academy Strategic Plan**

## **Consolidated Action Plans**

**April, 2017**

- I. RICA Mission, Objectives, and Strategies
- II. Strategy 1 Action Plans (1.1-1.4)
- III. Strategy 2 Action Plan (2.1-2.3)
- IV. Strategy 3 Action Plan (3.1-3.2)



# Rocklin Independent Charter Academy

## Strategic Plan

### 2016-2017

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#### **Our Aspiration:**

The mission of Rocklin Independent Charter Academy, a unique, innovative, and collaborative K-12 educational community, is to ensure our students become academically, socially, and emotionally balanced, discover their passion for lifelong learning, and thrive individually.

Rocklin Independent Charter Academy is distinguished by the following:

- academic rigor with flexible pathways for college and career readiness
- highly qualified staff dedicated to identifying and addressing individual student needs
- friendly, safe, small classroom environments
- recognition and celebration of our students' unique potential

#### **Objectives:**

- Our students will make growth toward their personal academic goals ensuring their highest potential as assessed through multiple measures.
- Our students will develop the skills necessary to carry out their future pursuits and personal development.
- Our students will maximize work completion to increase apportionment by 3% each year.
- Our students will acquire skills to build healthy relationships and contribute to their community.
- Our students will continue to feel safe and supported in their learning environment.

#### **Strategies:**

1. We will provide a variety of learning opportunities to promote work completion and academic growth through authentic, differentiated, and guided inquiry-based learning experiences.
2. We will create a safe and supportive environment where students build healthy relationships and explore future opportunities.
3. We will actively promote our unique program throughout the community and surrounding counties.

## **RICA Strategic Planning**

# **ACTION TEAM #1**

## *Report & Action Plan*

### ***Strategy:***

*We will provide a variety of learning opportunities to promote work completion and academic growth through authentic, differentiated, and guided inquiry-based learning experiences.*

### **Team Members:**

Tiffany Escobedo, Kathie Nevins, John DalFavero, Joanne Wetzel, Paul Hernandez

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April 24, 2017

Dear Strategic Planning Team:

Thank you for considering the plans of Action Team #1. We appreciate the work you did to construct strategies to define RICA's future. We have worked hard to analyze the many facets of Strategy #1 and devise plans to fully implement each element of the strategy.

Team #1 was comprised of three RICA teachers (one elementary and two high school), and two RICA parents (both high school). We have developed four Specific Results, each which include an Action Plan and Cost-Benefit Analysis for your review. Thank you again for the opportunity to participate in planning and for your consideration.

Sincerely,

RICA Action Team #1

## Basic Assumptions and Approach



### Action Team #1

#### Assumptions:

Team #1 fully embraced the aspirations and objectives of Rocklin Independent Charter Academy as we analyzed our target strategy, specifically focusing on flexible pathways, balance, and a passion for learning. We agree that it is unique, and innovative, and has a staff dedicated to its students' success. After much discussion, we chose to use the strategy as written for our operational definition, capitalizing on the work already performed.

Although we realize that there may be limited resources when deciding whether or not to implement each of our plans, we did not begin with that assumption. We wanted to put all options on the table, then narrow to the most beneficial plans that fit our strategy. While our plans may indeed be cost effective, that was not the determining factor in whether or not it was included.

#### Approach:

We started with a long list of aspirations, narrowed, defined questions, and narrowed again. Our team was diverse in our vision for the implementation of our strategy, and so we had a diverse list of goals and questions. Ultimately, we were able to choose the results that we felt best fit our strategy. In the process of sorting these results into categories, we realized that there were three measurable goals that the strategy pointed to: work completion, academic growth, and authentic, differentiated, guided inquiry-based learning. We wrote action plans to address each of these goals, with two for the latter.

Rocklin Independent Charter Academy  
Action Plan



Plan Number: 1.1

Date: April 24, 2017

*Strategy: We will provide a variety of learning opportunities to promote work completion and academic growth through authentic, differentiated, and guided inquiry-based learning experiences.*

*Specific Result: RICA will develop a more efficient system for timely credit recovery and partial quarter course recovery.*

*Goal: Work Completion*

Suggested Action Steps (listed in order)

- 1. Allocate funding to be associated with the development of the system.*
- 2. Investigate and evaluate online programs for credit recovery, including Odysseyware, and Aleks.*
- 3. Evaluate the cost effectiveness of using a program vs. a teacher created course in Schoology.*
- 4. Purchase application, or recruit teachers to create courses.*
- 5. Develop credit values for units within each course.*

Rocklin Independent Charter Academy  
Cost-Benefit Analysis



Plan Number: 1.1

Date: April 24, 2017

*Strategy: We will provide a variety of learning opportunities to promote work completion and academic growth through authentic, differentiated, and guided inquiry-based learning experiences.*

*Specific Result: RICA will develop a more efficient system for timely credit recovery and partial quarter course recovery.*

*Goal: Work Completion*

**Costs**

**Benefits**

<p><i>Tangible:</i> Time to research programs and analyze costs/benefits. Time to implement or create programs including data input. May need separate programs for various subjects. Training costs.</p>	<p><i>Tangible:</i> Reduced cost to administer credit recovery planning and tracking. (See calculations below.)</p>
<p><i>Intangible:</i> Resistance to change. Resentment for reduction in time.</p>	<p><i>Intangible:</i> Less stress for students &amp; teachers. Ability to serve more students. Clear expectations. Consistency.</p>

Estimated Cost savings based on the following calculations:

**Current:** Teacher created class (with prep time)

Yearly Costs:

Teacher           \$36.00 x 4 hrs x 30 weeks

\$4,320.00

Cost/Student:

Class sizes limited to 12 students per our charter

\$4,320.00 / 12

**\$360.00/Student**

**Proposed:** ALEKS on-line program (or similar)

Yearly Costs:

Program                           \$20.00 / Student / Month

\$200.00

Teacher                         \$36.00 x 2 hrs x 30 weeks

\$2,160.00

Cost/Student:

Class sizes increased to 20 students, no prep and no instruction

\$2,160.00 / 20 + 200

**\$308.00/Student**

Rocklin Independent Charter Academy  
Action Plan



Plan Number: 1.2

Date: April 24, 2017

*Strategy: We will provide a variety of learning opportunities to promote work completion and academic growth through authentic, differentiated, and guided inquiry-based learning experiences.*

*Specific Result: RICA will utilize a uniform system of assessments, data collection and intervention strategies to measure and ensure academic growth.*

*Goal: Academic Growth*

Suggested Action Steps (listed in order)

- 1. Allocate funding to be associated with the development of a data analysis system.*
- 2. Investigate and evaluate programs available for assessment and intervention for reading and math above the 8th grade level.*
- 3. Purchase application or develop system.*
- 4. Provide staff training for implementation and data analysis.*

Rocklin Independent Charter Academy  
Cost-Benefit Analysis



Plan Number: 1.2

Date: April 24, 2017

*Strategy: We will provide a variety of learning opportunities to promote work completion and academic growth through authentic, differentiated, and guided inquiry-based learning experiences.*

*Specific Result: RICA will utilize assessments and data to ensure academic growth.*

*Goal: Academic Growth*

**Costs**

**Benefits**

<p>Tangible: Time to investigate and analyze options. Travel for school visits / conferences. Teacher training. Programs or curriculum.</p>	<p>Tangible: Measurable, relevant data and set intervention strategies.</p>
<p>Intangible: Resistance to change. One more assessment to give.</p>	<p>Intangible: Less stress about how to intervene. Less time for homework completion with improved reading skills. Less off task time.</p>

Rocklin Independent Charter Academy  
Action Plan



Plan Number: 1.3

Date: April 24, 2017

*Strategy: We will provide a variety of learning opportunities to promote work completion and academic growth through authentic, differentiated, and guided inquiry-based learning experiences.*

*Specific Result: Staff will receive training and support to implement teaching strategies for engagement, and project based learning.*

*Goal: Authentic, Inquiry based learning.*

Suggested Action Steps (listed in order)

- 1. Allocate funding for training.*
- 2. Provide training on teaching strategies for engagement.*
- 3. Teachers will utilize strategies.*
- 4. Provide training on project based learning.*
- 5. Allocate funding for teacher development of short and long term projects.*
- 6. Teacher's will implement projects.*

Rocklin Independent Charter Academy  
Cost-Benefit Analysis



Plan Number: 1.3

Date: April 24, 2017

*Strategy: We will provide a variety of learning opportunities to promote work completion and academic growth through authentic, differentiated, and guided inquiry-based learning experiences.*

*Specific Result: Staff will receive training and support in teaching strategies for engagement, and project based learning.*

*Goal: Inquiry based learning / Work Completion.*

**Costs**

**Benefits**

<p>Tangible: Teacher time for trainings @\$36.22/hr Training Costs: varies from \$0 - \$1100/person depending type. District TOSA's may provide some training. Free online training (ie Capella.edu) Educators of America \$7000 for BIE certified PBL training entire staff onsite. (includes 2 days, additional days up to 5 @ \$2250/day)</p>	<p>Tangible: Less time to develop projects after training.</p>
<p>Intangible: Resistance to change. Complicated to implement in some subject areas.</p>	<p>Higher student engagement. Less off task time. Higher completion rate.</p>

Rocklin Independent Charter Academy  
Action Plan



Plan Number: 1.4

Date: April 24, 2017

*Strategy: We will provide a variety of learning opportunities to promote work completion and academic growth through authentic, differentiated, and guided inquiry-based learning experiences.*

*Specific Result: RICA will establish a mentoring program and outside opportunities for growth and enrichment.*

*Goal: Authentic and Differentiated learning opportunities*

Suggested Action Steps (listed in order)

- 1. Allocate funding for investigation of resources and mentoring system.*
- 2. Develop a list of community members/groups who may provide mentoring, or utilize established district or community programs available.*
- 3. Develop a system to match students with available mentors/groups/programs.*
- 4. Investigate and allocate available facilities / space.*
- 5. Negotiate an MOA (memo of understanding) with neighboring schools/districts for our students to attend classes not offered at RICA for academic enrichment and growth.*

Rocklin Independent Charter Academy  
Cost-Benefit Analysis



Plan Number: 1.4

Date: April 24, 2017

*Strategy: We will provide a variety of learning opportunities to promote work completion and academic growth through authentic, differentiated, and guided inquiry-based learning experiences.*

*Specific Result: RICA will establish a mentoring program and other outside opportunities for academic growth.*

*Goal: Differentiated learning opportunities.*

**Costs**

**Benefits**

<p><i>Tangible:</i> Time to investigate. Time to develop and administer program. Time to negotiate MOA. Running of program - space, supplies, volunteer screening, educational games or equipment.</p>	<p><i>Tangible:</i> Increased work completion.</p>
<p><i>Intangible:</i> Another activity on teachers' plates. Space allocation.</p>	<p><i>Intangible:</i> Students connecting with a variety of adults - for self-worth and accountability. Other social learning opportunities. Student engagement. School pride.</p>

**RICA Strategic Planning**

**ACTION TEAM #2**

*Report & Action Plan*

**Strategy:**

***We will create a safe and supportive environment  
where students build healthy relationships and explore future opportunities***

Team Members:

Rebecca Rice, Sharlene Leonti, Julianne Schulz, Cara Lake

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**Cover Letter**

**Summary of Research, Assumptions, and Approach**

**Action Plans and Cost-Benefit Analyses**



To the Strategic Planning Team:

April 24, 2017

Thank you for your hard work in developing RICA's Strategies. Our team, who is comprised of two RICA teachers (one elementary and one high school), one elementary instructional aide, and one RICA parent (high school), have analyzed Strategy #2 and moved forward with a plan to implement it. We have developed three Specific Results, each which include an Action Plan and Cost-Benefit Analysis for your review. We thank you for the opportunity to present our plan and for your consideration.

Sincerely,

*RICA Action Team 2*

## **Rocklin Independent Charter Academy**

### **Action Team #2**

#### **Summary:**

We began our work by analyzing the keywords of our strategy to breakdown what our strategy truly meant and what steps were necessary to meet our goal. We conducted research based on three key questions that kept arising.

1. How can we implement a full-time counselor and better establish at-risk support services?
2. Many students do show interest in being involved, how can we more successfully encourage them to participate? Can we design a course in which students can obtain elective credits for peer-counseling, mentorship, T.A., A.S.B., clubs, yearbook, private volunteering, during-school activities, etc.?
3. How can we implement parent support nights?

#### **Summary of Investigative Work**

For research question #1, we learned that we would need to either write a grant or district proposal to show how our population merits a higher counselor to student ratio. In order to make these proposals, we would need to show data as to why. In talking with teachers and families, it was confirmed that having more daily access to a counselor, not necessarily full-time, but one or two who are available when more students are on-campus, would help solve certain problems (scheduling, emotional, behavioral, etc.) that arise and foster a more supportive environment.

For research question #2, we researched what Rocklin and Whitney High Schools offer to their students as part of their leadership courses. We also witnessed the big/little buddy programs at Twin Oaks Elementary here in Rocklin and saw great connections between older and younger students. We web searched ways other schools build students' relationships on campus through peer mentoring.

For research question #3, we found an article on Parent Engagement to be the most helpful. It gave specific strategies for involving parents and for making parent nights accessible and successful.

#### **Basic Assumptions and Reasons for Our Approach**

For research question #1, it has been a common theme among teachers that students need more access to counseling services both for emotional support and academic planning. At first we thought daily access with a full-time counselor was necessary, but as the process progressed, we realized that may be infeasible and that truly 3-5 days of availability should suffice at reaching the current student population. More of course will be required with the projected growth (see slide). Our assumption is that there will be less stress on students, families, and staff and improved relationships and progress with daily support services.

For research question #2, it's been a finding in our prior surveys that students want more activities in which to be involved. However when we provide those activities, few participate, which isn't surprising with the more independent nature and personalities of our students, noted in our WASC process. Our team thinks that designing a course that offers a plan and an incentive - credits - for a wide array of activities from ASB to a course on life skills, not only offers our students a chance to develop skills (like time management, public

speaking, etc. - see slide) and “explore future opportunities” but will also help them grow in many areas. We think this type of course can build healthy relationships, self-esteem, while also increasing the feeling of connectedness to RICA and inclusion, especially when many are leaving schools where they felt excluded and even bullied. A leadership course is one way we can continue to create a “supportive environment”. It has shown to have a positive impact at other local schools we researched. Being offered during school hours, when students already have transportation, increases the chances of student participation as well.

For research question #3, we believe increasing parent involvement and support plays a large part in students’ growth toward their academic goals, as well as feeling supported in their learning environment. We are assuming this will lead to a higher morale and less stress for parents due to increased resources and hopefully involvement.

In order to implement our strategy, *“we will create a safe and supportive environment where students build healthy relationships and explore future opportunities”*, we felt it necessary to develop these three sought-after results, which are clear, measurable, and reasonable, in order to help our students feel “safe, supported”, building “healthy relationships”, and exploring “future opportunities”. Increasing counseling access, designing a leadership course, and planning accessible parent nights accomplish these tasks. From gathered research, these themes were discussed, agreed upon, and established, creating our Specific Results and the Action Steps (below) necessary to reach our goals. We generated the Action Steps that are ordered chronologically to effectively guide staff members in pursuit of fulfilling our strategy. Finally, it is our belief that the benefits outway the costs.

**Rocklin Independent Charter Academy  
Action Plan**

Plan Number: 2.1

Date: April 24, 2017



Strategy: *"We will create a safe and supportive environment where students build healthy relationships and explore future opportunities."*

Specific Result: Increase counselor employment to 3 – 5 days a week during peak student hours.

Suggested Action Steps (listed in order)

- 1. Show how and why this is necessary for our specific student population and RICA growth projections, including specific data*
- 2. Ensure funding for increased counselor time via grant or district proposal*
- 3. Create a job description specific to the needs of RICA and its students (within proposals as necessary)*

**Rocklin Independent Charter Academy  
Cost-Benefit Analysis**

Plan Number: 2.1

Date: April 24, 2017



Strategy: *“We will create a safe and supportive environment where students build healthy relationships and explore future opportunities.”*

Specific Result: Increase counselor employment to 3 – 5 days a week during peak student hours.

**Costs**

**Benefits**

<p><i>Tangible:</i> Time to survey needs Time to gather data Time to develop job description Time to develop proposal Counselor compensation (see RUSD salary schedule and counselor years of service, increase time by 20% to reach all days) \$</p>	<p><i>Tangible:</i> More availability and access to counseling services Meet immediate needs Daily on-site “at risk” support Can help implement Results 2.2 and 2.3 Streamlined scheduling</p>
<p><i>Intangible:</i> Student hesitancy to seek help</p>	<p><i>Intangible:</i> <i>Increased morale</i> <i>Less stress due to increased resources</i> <i>Students, families and teachers feel more supported</i> <i>Improved relationships</i></p>

**Rocklin Independent Charter Academy  
Action Plan**

Plan Number: 2.2

Date: April 24, 2017



Strategy: *"We will create a safe and supportive environment where students build healthy relationships and explore future opportunities."*

Specific Result: *Design and implement a leadership course elective.*

Suggested Action Steps (listed in order)

1. *Ensure funding for a teacher or counselor*
2. *Create a survey to determine the interest level of students, and send the results to all stakeholders*
3. *Create curriculum and opportunities to include Common Sense Digital Citizenship, peer mentoring roles (partner with younger grades within RICA & newly enrolled students), ASB leader positions, and volunteering opportunities (at RICA events, family nights and within the Rocklin community)*
4. *Partner with community organizations for student volunteer opportunities*

**Rocklin Independent Charter Academy  
Cost-Benefit Analysis**

Plan Number: 2.2

Date: April 24, 2017



Strategy: *“We will create a safe and supportive environment where students build healthy relationships and explore future opportunities.”*

Specific Result: *Design and implement a leadership course.*

Costs	Benefits
<p><i>Tangible:</i>                      Time to survey                      Time to create curriculum                      Time to hire a teacher/counselor                      Compensation for teacher/counselor \$36.22/hour for 4 hours/week or counselor pay (see Strategy 2.1)                      Room availability and cost</p>	<p><i>Tangible:</i>                      Learning and empowering opportunities for students                      Increased student inclusion                      Increased student involvement and participation                      Increased level of student performance                      Increased college readiness and life skills</p>
<p><i>Intangible:</i>                      Student resistance                      Lack of interest</p>	<p><i>Intangible:</i>                      Increased sense of belonging                      Improved peer relationships                      Increased knowledge                      Increased morale</p>

**Rocklin Independent Charter Academy  
Action Plan**

Plan Number: 2.3

Date: April 24, 2017



Strategy: *"We will create a safe and supportive environment where students build healthy relationships and explore future opportunities."*

Specific Result: *Plan and implement accessible parent support nights.*

Suggested Action Steps (listed in order)

1. *Ensure funding for program related needs (i.e. teacher/counselor pay, activities, meetings, incentives)*
2. *Determine the needs of parents and their child(ren) through surveys including support, interests, scheduling, accessing information, aiding in student learning/curriculum support, and outcomes of students*
3. *Share data that demonstrates parent needs and interests to determine proper planning of parent support nights*
4. *Create parent support nights scope and sequence based on parent needs and schedules including varying times, days, incentives, alternative ways to access information, and a variety of topics*
5. *Partner with community organizations to provide informational trainings and educational support based on varying parent needs*

**Rocklin Independent Charter Academy  
Cost-Benefit Analysis**

Plan Number: 2.3

Date: April 24, 2017



Strategy: *“We will create a safe and supportive environment where students build healthy relationships and explore future opportunities.”*

Specific Result: *Plan and implement accessible parent support nights.*

**Costs**

**Benefits**

<p><i>Tangible:</i>                  Compensation for employees planning and running                  Time to survey needs and gather data                  Incentives for attendance (food, etc.)</p>	<p><i>Tangible:</i>                  Increased parent involvement, support and capability to help students make progress</p>
<p><i>Intangible:</i>                  Resistance to change                  Lack of interest</p>	<p><i>Intangible:</i>                  Increased morale                  Improved relationships                  Increased knowledge                  Less stress due to increased resources                  Consistency among teachers, parents, and students</p>

### **Strategy 3**

#### **Cover Page for Strategy #3 Action Team:**

**We will actively promote our unique program throughout the community and surrounding counties.**

Our team was made up of 2 RICA teachers (1 elementary and 1 high school), 2 RICA students (middle and high school), and 2 RICA parents (elementary and middle school).

Initially, we analyzed strategy #3 to create an **operational definition**: “We will continuously and enthusiastically with great effort educate and inform, pushing to the forefront our personalized, one of a kind value program, spreading into all areas within and outside of RUSD to students and families with need , even to surrounding counties.”

Once the strategy was established, we were able to dive into the details of what our strategy actually meant and what steps it would take to meet our goal. We conducted research, reaching out to school administrators within RUSD and from surrounding districts, local businesses, RICA families, and local media to determine what could be done in order to actively promote our unique program throughout the community and surrounding counties.

From gathered research, themes were discussed, agreed upon, and established in order to create our Specific Results and the Action Steps necessary to reach our goal. We generated Specific Results that are clear, measurable, and reasonable as well as Action Steps that are ordered chronologically to effectively guide future staff members in pursuit of fulfilling our strategy.

We believe this plan will reach out to accurately educate the community and surrounding counties to generate more interest in RICA, attracting more students to our school.

## Summary:

of our investigative work, basic assumptions, reasons for our approach

Our research delved into several areas, some of which we later realized were outside of the scope of our strategy. The areas we researched were: \* What time and cost are required to make RICA a household name with a positive association? \* At what point is RICA too big so that it loses the small and independent feel, can't fit on the current facilities, and staff are unable to effectively do their jobs/meet student needs? \* What variety of classes can be offered and sustained with staffing, scheduling, facilities, district approval, and appropriate pay for teachers? \* Who would plan and pay for extra-curriculars and family events, and would students and families attend? \* Can the cost of new facilities be financed, and when are they needed?

The first question yielded the most substantive information related to our action plans and cost-benefit analysis, but research for the other questions helped us to recognize what makes RICA unique.

Our basic assumptions were that: 1) RICA is a fabulous school and that there are many students who would greatly benefit from its program if only they knew about it. 2) Other RUSD schools are not aware of or willing to promote RICA to students for whom it may be a good fit. Parents and students alike expressed frustration with RUSD schools and staff who either didn't know about RICA or refused to suggest it as an alternative when the/their student struggled with the traditional school. 3) There is a lot of misinformation about charters in general and RICA in particular. 4) Our website needs updating and "newcomer" appeal. As we conducted our research, we visited many other school websites and noticed how they presented information and always had a place to contact the school for more information. 5) Students/parents are more likely to speak with teachers before administration, so having informed teachers is a necessary place to start.

Ultimately, we approached the action planning process by recognizing that we have limited time and personnel resources because of the small size of our school; therefore, we tried to keep our steps simple with the broadest reach possible. We want to focus close to home first since this is where the majority of our student population originates, choosing to use the website and media exposure to reach the surrounding counties. Furthermore, we desired to make the steps somewhat personal, realizing that many students/families come to our school by word of mouth.

# ACTION PLAN

**Plan Number:** 3.1

**Date:** March 20, 2017

**Strategy:** We will actively promote our unique program throughout the community and surrounding counties.

**Specific Results:** We will create a broad, marketing-based campaign to create interest in RICA that will increase enrollment by 15% per year.

## Action Steps

1. Update website to be clearly inviting and informational for prospective families, including an interactive feature on which students can sign up for more information or intake meetings, basics about the school's structure and culture, and what sets RICA apart.
2. Create/ update a handout/brochure/business cards about our program, specialized for K-8 and 9-12.
3. Have parents, staff, and students man booths at local festivals/events. Examples: Woofstock, Hot Chili and Cool Cars, Easter Egg Hunt, Summer Movies in the Park, Shakespeare in the Park, Mini-Maker Faire, City of Rocklin events (Run Rocklin, Color Fun Fest 5K, Free Movie Fridays, etc) etc.
4. Have parents, staff, and/or students pass out brochures/business cards about our school at local youth organizations: Girl Scouts, Boy Scouts, Little League, Rocklin Preschool, churches, etc.
5. Reach out to local radio, newspaper, and tv stations with human interest stories and showcases of the success of current and former students that highlight RICA's unique program.
6. Create a personal, interest-based, marketing platform on social media where we could livestream events to show RICA's atmosphere.

# COST-BENEFIT ANALYSIS

**Plan Number:** 3.1

**Date:** March 20, 2017

**Strategy:** We will actively promote our unique program throughout the community and surrounding counties.

**Specific Results:** We will create a broad, marketing-based campaign to create interest in RICA that will increase enrollment by 15% per year.

<b>Costs</b>	<b>Benefits</b>
<p><b><i>Tangible:</i></b>                      Time and money to pay someone to update website                      Time to create flyer/brochure/business cards @ hr rate                      Cost to print flyer/brochure/business cards                      Booth rental at a community event-\$200                      Flyer cost--200 flyers @ .50/ea-\$100                      Informational display-\$50 (one time fee)                      Time to create display @ hr rate                      Pop-up-\$200 (one time fee)                      School representative at event @ hr rate                      School representative time to write story and to locate distribution channels willing to share our story @ hourly rate                      Time of students willing to share their stories and possible parental support                      Cost of a webcam- 1 time purchase</p>	<p><b><i>Tangible:</i></b>                      Contact information from interested families                      Increased attendance from exposure                      Inquiry calls from interested families</p>
<p><b><i>Intangible:</i></b>                      Stress, time away from family,                      Anxiety for students sharing their stories                      Time invested on weekends &amp; after work to write content                      Setup time for various festivals                      Frustration of planning for event/people cancelling                      Someone has to run it</p>	<p><b><i>Intangible:</i></b>                      Increase exposure within local community and surrounding areas                      Accurate information of RICA's mission/objectives/program                      Positive outlook on RICA                      Professional look/ 21st century                      Ease of distribution by parents/staff                      Positive Press</p>

*(Consider cost of lost opportunity and return on investment.)*

# ACTION PLAN

**Plan Number:** 3.2

**Date:** March 20, 2017

**Strategy:** We will actively promote our unique program throughout the community and surrounding counties.

**Specific Results:** We will work with RUSD administrators, counselors, and local agencies, sharing the RICA mission, to attract new students to our program.

## Action Steps

1. RICA counselor and administrators will continue to educate all RUSD counselors (K-12) about the benefits and functions of RICA, giving handouts/brochures/business cards for them to hand to students.
2. Present at district inservice to all staff, K-12, what RICA is and what it has to offer.
3. Public information nights on campus, publicizing broadly.
4. Principal and Assistant Principal present details about RICA at District Site Administrator meetings.
5. Work with RUSD media coordinator to connect with local media and communicate throughout RUSD.
6. Students write letters to former school counselors/ administrators/ teachers about their positive experiences at RICA.

## COST-BENEFIT ANALYSIS

**Plan Number:** 3.2

**Date:** March 20, 2017

**Strategy:** We will actively promote our unique program throughout the community and surrounding counties.

**Specific Results:** We will work with RUSD administrators, counselors, and local agencies, sharing the RICA mission, to attract new students to our program.

Costs	Benefits
<p><b><i>Tangible:</i></b>                      Paying staff to prepare for presentation                      Preparing the room/paying “staff” for their time.                      Staff time to prepare and connect with Media and media liaison                      Student time to write letters</p>	<p><b><i>Tangible:</i></b>                      Public interest/ contact information from interested families                      Increased attendance from exposure                      Accurate knowledge about RICA’s purpose</p>
<p><b><i>Intangible:</i></b>                      Frustration of repeating self                      Difficulty of putting presentation on district calendar                      Anxiety of staff to present district-wide                      Time to do presentations                      Anxiety for students to share their stories</p>	<p><b><i>Intangible:</i></b>                      More awareness by RUSD staff, particularly teachers, of our program, increasing the likelihood of other RUSD staff giving out RICA’s information.                      Positive opinion of RICA</p>

*(Consider cost of lost opportunity and return on investment.)*