Superintendent's Responses to the District Parent Advisory Committee LCAP Recommendations for 2018-2019

Goal #1-RCSD students will meet or exceed grade level standards

Original Actions	Modification and/or new recommendation	District Response	Cost
1.1) Maintain Intervention Teachers at Title I schools. Teachers will continue to implement a coordinated system of highly effective academic interventions for students (multi-tiered system of support).	1.1 Add intervention teachers to more sites based on need.	At this time, the district does not have the funds to add intervention teachers. If a sustainable funding source becomes available in the future this recommendation, along with recommendations from all stakeholder groups, will be analyzed as a potential resource or program to be adopted.	$100,000+ per experienced teacher
1.2) Implement I-Ready (ELA) and math benchmark assessments for district-wide summative assessments to be administered three times a year to all 2-8 grade students.	New - 1.2 Make sure scores are communicated to families.	Parents will receive the ongoing iReady Summative Assessment information along with a guide to support them in understanding the information. (Goal 1, Action 9)	Minimal-copies and/or electronic delivery options will be assessed.
1.3) Provide additional intermediate teachers at Title I schools when necessary in order to have an average class size of 29:1 student:teacher ratio.	Modify-1.3) Reduce to 25:1	On average, the class sizes in the Title I schools intermediate classes have been 23:1. We are unable to ensure any smaller classes in an action as we do not have additional rooms available at a few sites for such growth. Further class size reduction would result in having to overflow students out of-of their resident school.	
1.6) Maintain two Director of Educational Services positions to coordinate support for: • ELA Roll-out and ELA adoption • Continued math professional learning model • Assessment and data collection • *Principal Coaching* • Targeted services and support for Title I schools • Continue implementation of Three Year PD Plan • Other duties as assigned Maintain administrative support through	Recognized by parents: Principal coaching should continue to be a priority for the Directors in the Educational Services Department	Principal coaching is an established and valued part of the work in Educational Services and will continue to be a priority. (Goal 1, Action 6)	Cost neutral

administrative assistants.			
	New - Add ELD teachers (part-time) or ELD teacher/coaches to provide dELD & iELD support.	At this time, the district does not have the funds to add ELD teachers and/or ELD coaches. If a sustainable funding source becomes available in the future this recommendation, along with recommendations from all stakeholder groups, will be analyzed as a potential resource or program to be adopted.	$100,000+ per experienced teacher
	New - Provide opportunities and recruit high school students into schools to support reading and math.	RCSD will examine current site-specific programs and timeframes that utilize or could utilize high school students to support the needs of TK-8 students. (Goal 3, Action 13)	Cost of fingerprinting ($60) and possibly training
1.1) Maintain Intervention Teachers at Title I schools. Teachers will continue to implement a coordinated system of highly effective academic interventions for students (multi-tiered system of support).	1.1 Add intervention teachers to more sites based on student need.	At this time, the district does not have the funds to add intervention teachers. If a sustainable funding source becomes available in the future this recommendation, along with recommendations from all stakeholder groups, will be analyzed as a potential resource or program to be adopted.	$100,000+ per experienced teacher
1.2) Implement I-Ready (ELA) and math benchmark assessments for district-wide summative assessments to be administered three times a year to all 2-8 grade students.	New - 1.2 Make sure iReady scores are communicated to families.	Parents will receive the ongoing iReady Summative Assessment information along with a parent guide to support in understanding the data. (Goal 1, Action 9)	Minimal cost. Paper copies and/or electronic delivery options will be assessed.

Goal #2-RCSD will provide focused professional learning, planning, and collaboration designed to continuously improve learning

Original Actions	Modification and/or new recommendation	District Response	Cost
2.1) YEAR 3 (2017-18)-Professional Development Focus Areas:	2.1 a)Anti-Bias [Consider rewording to Implicit Bias] Education for ALL teachers (year 1) year 2 - roll out Anti-Bias with students Increased cost for training. 2.1 b) Add in Professional Development: Instruction on Dynamic Learning Systems	2.1 a and b) . The teachers and administrators developed the district professional development plan based on student data, state mandates and staff feedback. Some topics suggested by the parents will be included in larger areas of PD that will occur in the next two years. However, with so many competing priorities, a year-long implicit bias education for teachers can't independently happen. At this time we will not be purchasing a new curriculum or program without input from other stakeholder groups.	PD-budgeted

Original Actions	Modification and/or new recommendation	District Response	Cost
	2.1 c) Additional professional learning for site admin.	The following has been added to the Professional Development Plan and LCAP for more transparency around principal/administrator professional learning. Administrators • Administrators will have ongoing professional development to support teaching and learning • Principals will be expected to attend professional development sessions to learn and support teachers • Administrators will attend monthly professional development targeted to support the administrators' work to include but not be limited to data, instruction, leadership, PLC structures, etc. (Goal 2, Action 1)	PD-budgeted
2.2) Provide direct professional learning support to Title I schools supporting ELA, ELD, and Mathematics	2.2 Add teachers of ELs at non-Title 1 schools	At this time, the district does not have the funds to add ELD teachers. If a sustainable funding source becomes available in the future this recommendation, along with recommendations from all stakeholder groups, will be analyzed as a potential resource or program to be adopted.	$100,000+ per experienced teacher
2.2) Provide direct professional learning support to Title I schools supporting ELA, ELD, and Mathematics	New - Instructional coaches at underperforming schools.	At this time, the district does not have the funds to add Instructional Coaches. If a sustainable funding source becomes available in the future this recommendation, along with recommendations from all stakeholder groups, will be analyzed as a potential resource or program to be adopted.	$100,000+ per experienced teacher

Goal #3-RCSD will create and maintain safe and positive school cultures

Original Actions	Modification and/or new recommendation	District Response	Cost
3.1) Maintain four (4) middle school and three (3) elementary counseling staff.	3.1 Add 2-4 Counselors at non Title-1 Elementary schools (cost). 3.1 Question: How many students are the current counselors (each one) serving? What is their maximum caseload?	At this time, the district does not have the funds to add additional counselors. If a sustainable funding source becomes available in the future this recommendation, along with recommendations from all stakeholder groups, will be analyzed as a potential resource or program to be adopted. ° Counselors are placed at sites and there is no minimum/maximum caseload.	2 - 4 Counselors approximately $200,000 to $500,000 with benefits
	New - Perform a security	A safety assessment will be done in RCSD by a contracted outside	$41,000 year 1;

	assessment at all sites, develop plans based on recommendations, and have plan for ongoing evaluations and implementation observations. a) a system that is systematic/standardized and well known to all b) . site-to-site communication protocol c) . parental notification ahead of drills (lockdown) d) active shooter drills . e) reassess when facilities are altered	agency that specializes in school safety. The safety assessment, along with a District Safety Team, will drive the development of a three-year safety plan to include but is not limited to drills, procedures, communication trees, partnership discussions, etc. (Goal 3, Action 5)	$20,000 year 2; $20,000 year 3
3.2) Hire Director of Student Services.	3.2 - New - Director of Student Support Services will meet once a trimester with police and fire departments to share data, ask questions, and receive feedback on school safety plans. Yes if modify one time a year. 3.2 - New - The Director of Student Services and every principal will meet at the beginning of year year to discuss the school safety plan.	The safety assessment recommendations, coupled with the District Safety Team's plan, will include a communication plan to support a partnership with Roseville safety agencies and RCSD. The plan will also include when to review site safety plans with every principal. (Goal 3, Action 5)	
	3.3 - Modify - More notice for parental involvement and student activities.	Action: Sites will develop and implement a communication plan to ensure efficient, effective, and consistent communication with families using the new website as a communication platform. (Goal 4, Action 3)	Cost neutral
3.5) Provide Youth Liaisons (stipend position) at all school sites that do not have counselors based on the number of foster youth and homeless students with a ratio of support. This model	3.5 - If 3.1 modification accepted; then delete qualification about counselors from 3.5.	Stipend positions are embedded in the RCSD Teachers' Association Contract and will not be opened for negotiated changes this year. This recommendation, along with recommendations from all stakeholder groups, will be analyzed as a stipend change to be adopted, when the contract reopens.	

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provides better support for those sites impacted with students that need more time and resources to support them in being successful in school.			
3.6) Maintain EL site coordinator positions (stipend position) at every school site.	3.6 - Staff based on ratio/student need at each site.	Stipend positions are embedded in the RCSD Teachers' Association Contract and will not be opened for negotiated changes this year. This recommendation, along with recommendations from all stakeholder groups, will be analyzed as a stipend change to be adopted, when the contract reopens.	
3.7) Maintain Community Liaison support to bridge school and community with schools in title one schools and schools with a high percentage of lower income students.	3.7 Make sure each site has one teacher/staff that can act as a Community Liaison/2nd language for those schools which has EL students but no Community Liaison person.	At this time, the district does not have the funds to add Community Liaisons. If a sustainable funding source becomes available in the future this recommendation, along with recommendations from all stakeholder groups, will be analyzed as a potential resource or program to be adopted. However, the sites have access translators for verbal and written communication to assist in communicating with families.	
3.10) Provide targeted opportunities for parental engagement at Title I schools.	3.10 - Expand opportunities to low income families as well as Title 1.	Provide targeted opportunities for parental engagement at Title I schools and sharing non-site specific opportunities with other Low-Income (LI) students and families. (Goal 3, Action 11)	Budgeted

Goal #4-RCSD will modernize the infrastructure to support student learning

Original Actions	Modification and/or new recommendation	District Response	Cost
4.1) Indirect costs related to administrative activities necessary to support the general operation of RCSD including accounting, budgeting, payroll preparation, personnel management, purchasing, and centralized data processing.	New - 4.1 -Centralized location of information from school to families on a consistent basis. Consistent in format and in intervals. The new website-there should be district guidelines of communication from all sites and teachers. New 4.1a - Centralize using PowerSchool. Option to still get paper copies also,	**(Outcome)**-In 2018-2019, sites will develop and implement a communication plan to ensure efficient, effective, and consistent communication with families using the new website as the uniform platform. Baseline data and feedback about every site's new plan and implementation will be collected in the spring to allow for ongoing modifications and improvements. **Action**: Sites will develop and implement a communication plan to ensure efficient, effective, and consistent communication with families using the new website as a platform for communication. The communication plan action will integrate into every Site Plan for Student Achievement (SPSA). (Goal 4, Action 3)	Cost Neutral-built into SPSA goals and can be embedded in website trainings. This action can be connected to Board Policy and AR 1113 Community

			Relations
	New 4.1a - Centralize using PowerSchool. Option to still get paper copies also, especially for EL families.	We will analyze PowerSchool add-ons and agnostic programs that provide all educators access to student data, behavioral and academic, efficiently and effectively. This is embedded in the MTSS work.	Additional cost if it is an add-on or a new program is purchased
	Take off computerized voice in messages from school.	Principals and administrators will be directed to use voice communication unless there is a time constraint or other obstacle that does not allow for voice.	Cost neutral

Goal #5-RCSD will create and maintain high-interest student programs with increased access to all students

Original Actions	Modification and/or new recommendation	District Response	Cost
5.1) Hire a Director of Educational Technology.	Modify 5.1 - Include social media education.	Embedded in the three-year plan as digital citizenship with specific grade level standards. (Goal 5, Action 1)	Cost Neutral
	5.1 - How is 3 year rollout measured? Modify - Increase parent access to student performance - Year 1 by 50%, Year 2 by 60%, Year 3 by 75%	To be developed this year in conjunction with the digital literacy standards rollout in classroom. Goal 4 analysis: The RCSD three-year technology plan, which includes both digital citizenship and literacy, will begin to be implemented in August 2018. RCSD will develop metrics about students proficiency on digital literacy standards in the 2018-2019 school year. In RCSD, we will provide professional development to staff and administrators to ensure calibration and provide examples of students' demonstration of mastering grade level digital literacy standards.	Cost Neutral
	New - Parent education with student technology.	RCSD will develop a Family Technology Resources Page that will support families in understanding their child's use of educational technology and provide resources to families to encourage cybersafety dialogue and assist parents in monitoring appropriate use of technology by children. (Goal 5, Action 1)	Cost Neutral
5.2) World Language at all middle schools. All four middle schools will	Modify 5.2 - Consider including early Spanish	Spanish is offered at Sargeant as part of the IB PYP program. At this time, resources to support Spanish at other elementary schools are not available.	$80,000+

begin/continue a Spanish program that both provides enrichment opportunities on the elective wheel as well as high school equivalent Spanish 1 and/or Spanish 2 courses.	starting at 4th grade.		
5.3) Maintain music teachers at every elementary site. All K-5 students will receive music education a half an hour a week with a credentialed music teacher.	Modify 5.3 - Increase to 1 hour per week and split to offer vocal or instrumental.	1). An increase of a half hour to an hour of elementary music would be at the cost of over $500,000. At this time, the district does not have the funds to add music teachers. If a sustainable funding source becomes available in the future this recommendation, along with recommendations from all stakeholder groups, will be analyzed as a potential resource or program to be adopted.	$500,000+
		2). The timeframe of before or after school enrichment is in the music teachers' current contractual schedule in a Memorandum of Agreement (MOA) and replaces duties of other teachers like yard duty. Music teachers provide the enrichment program based on both their area of expertise and the district's budget of music and instruments that are distributed equitably among all sites.	
5.4) After School Education & Safety Program (ASES) to provide literacy, academic enrichment and safe constructive alternatives for students	Modify 5.4 - Consider expanding ASES to additional schools (i.e., 3 schools each year)	1. The ASES grant cannot be expanded to other sites because California Department of Education (CDE) is not approving additional locations at this time. In the previous application, ASES required a school be above 60% students on free and reduced lunch, and the RCSD sites did not meet this threshold.	
	Modify 5.4 - Emphasis on reading and consider use of volunteers to save money.	2. ASES has used volunteers in the program when they are available. There are mandates for the program and the employed adult to child ratio drives the cost of the program. Every year volunteers, many looking for community service hours, are utilized by the City of Roseville in the ASES program and additional adults to engage with students positively.	Cost Neutral
5.5) Based on the May Revise projections, RCSD will receive additional funds not yet assigned or discussed with stakeholders. Additional services will be based on identified needs during 2017/2018 Fiscal Year.	Modify 5.5 - Consider using guest speakers/influential leaders.	Each site is allocated funds that allow for site based expenses that support the site's goals. Guest speakers and leaders, special programs, and other enrichment opportunities can be hired with these funds. These funds allow each school to supplement their site program tailored to the site's needs. (Goal 3, Action 3)	Cost Neutral
	GATE - challenge existing opportunity to all	Opportunities and courses for advanced learners, including GATE students, are analyzed and implemented each year. Along with looking at programs, professional development focuses on meeting the needs of advanced learners in all subject areas. Schools offer site based opportunities such as	District and site expenses

		math and science olympiad, etc.	
	Plan to provide iReady data to parents (schedule) In goal one	Parents will receive the ongoing iReady Summative Assessment information along with a guide to support them in understanding the information. (Goal 1, Action 9)	Minimal cost
	Introduce Cyber Safety early-on	Embedded in the three-year plan as digital citizenship with specific grade level standards. (Goal 5, Action 1)	Cost Neutral
	Teach essential social skills	The District MTSS Committee is developing a plan that includes prevention and intervention tools. Adopting and teaching a districtwide social skills is one of the ideas the group is considering.	$150,000 +
	New - Coding for 3rd and up	While coding is vital to many careers, currently there is not the time to embed a consistent coding program into elementary school classes that are already impacted by the expectations of content coursework. Some of the middle schools provide elective opportunities where students begin to learn and use coding.	
	New - Emphasis on basic and advanced typing.	Proficiently typing is an elementary grades standard in the three-year technology plan. The district will be purchasing a typing program license for all sites and making the time to learn to type a priority for the 2018-2019 school year and beyond.	$30,000+