

**LCAP Parent Advisory Committee
Feedback on LCAP Goals & Actions
March 4, 2020 Meeting**

Action 1 - Social-Emotional Wellness

What's going well in this area?

- Being Adept/Challenge Day at MVMS
- 3 counselors at MVMS
- 5th grade Conflict Manager programs model positive communication
- At Tam Valley, mindfulness practices offered to each classroom
- Mindfulness at elementary schools works amazingly
- Toolbox – Kids make connections and teachers are excited
- Restorative practices at MVMS works so well
- SEL for K-5
- Goal 1 Action 1 - \$925,000

How can we improve in this area?

- More counselors for more small group opportunities
- Teach parents about restorative practices
- Focus the SEL programs to just a few that can be implemented by teachers consistently throughout kids' school life cycle
- Learner Profile is complicated; simplify
- Restore the mindfulness program at elementary sites
- Support the social-emotional needs of gifted kids
- Significantly increase SEL in middle school

Action 2 - Targeted Mental Health Support

What's going well in this area?

- Counseling program works fine for the masses
- Fantastic that this is occurring
- Counselors are excellent and open
- 3 counselors at MVMS and 2 psychologists
- It Takes A Village
- Provide support groups for grief, divorce, etc.
- MV Aware
- Parent Ed/SEL targeted on mental health

How can we improve in this area?

- Significantly increase focus on all kids with disabilities or disadvantages, both on and off the record
- Increase SEL for all students, and this will lift up students with disabilities and disadvantages
- English Learner students should have support about the emotional situation they go through
- How can we help students bring structure/routine in their home life if that is not present?
- Additional counselor per site (2+); make it a ratio of 1:200 to allow better access and collaboration
- Consider a future plan to integrate K-8 in one school (or each campus)
- Break down costs and this will target low income kids
- What is the budget for this goal?

Action 3 - Academic Achievement

What's going well in this area?

- Overall growth in academic achievement has continued to increase
- Action 3 - \$29 million

How can we improve this area?

- Monitor student progress; also use student engagement as a measure of success

- How do we support EL students on math CAASPP test] due to language barrier (Common Core State Standards require written explanation)
- How do we support gifted and advanced learners, including EL students?
- Inform parents about ongoing and potential STEAM projects
- How do we recognize kids who improve each trimester but they are not high achievers? They are just regular students.
- Cross reference data to further dig into our student sub-groups
- Incorporate SEL/anti-anxiety practices into pre-test prep so that kids are very comfortable by the time they get to high school and have good habits
- Look at national data for Smarter Balanced Assessment to see how Mill Valley compares

Action 4 - Differentiation

What is going well in this area?

- Teacher autonomy to innovate
- Balance teacher autonomy with the efficiency and structural support of standardization
- After-school program is a great improvement
- Targeted K-2 programs to proactively help with predictable challenges
- Action 4 - \$29 million

What can we improve in this area?

- Are students in these groups offered targeted, positive support to achieve these goals?
- Each child should receive a full year's worth of learning, regardless of their starting point
- Intervention/support for dyslexic and other learning-disabled students
- How do we as a district encourage inquiry-based instruction?
- Students reclassified from ELD program doing so well
- Increase availability of after-school homework programs
- Very difficult to obtain academic support for children, especially if child does not qualify for an IEP
- Would be great to expand homework club programs at Strawberry Point beyond the EL students
- Students working above grade level can be clustered, or otherwise supported
- RAMP shouldn't be a program that parents can opt their child out of
- Use Low Performing Block Grant to support kids in need
- Increase staff (aides, etc.) relative to kids with differences
- How are students who excel accommodated?

Action 5 - Targeted Academic Intervention

What is going well in this area?

- Math workshop at MVMS is fantastic; it builds skill and confidence
- RAMP is a wonderful resource

What can we improve in this area?

- Bring back study skills workshop. Better structure to provide executive function tool building and holding kids accountable
- Consider making RAMP a certificated position
- Make intervention classes more readily available/accessible at the middle school. Currently a parent must strongly advocate for their child to access this program
- Intervention for gifted or advanced learners
- Let parents know and understand budgets
- Action 5 - \$29 million

Action 6 - Instructional Technology

What is going well in this area?

- Tech professional development continues, and more and more teachers are using technology as part of their teaching. Tech issues can interrupt the progress of implementation.
- Streamlining of tech use/apps and ease of use has improved over the last few years. Keep at it!
- Teachers and staff are provided with significant PD opportunities, as well as Kiddo grants (i.e. technology-based Google classroom alerts help parents to keep track of late assignments)

How can we improve in this area?

- Do the learning outcomes have a direct correlation to the onboarding of 1:1 iPad access for the kids at MVMS?
- Teachers must have better training to use and explain apps for kids and the class
- Teachers can improve communication with parents through Parent Square (homework, notes, etc)
- Going to the middle school is already challenging for most kids. Having 1:1 iPads in 6th grade is great, but maybe should start in 5th grade where kids are more sheltered and can receive better support for their teachers. The use of calendars to organize homework, for example, can start in 5th grade so the kids are up to speed when they go to 6th!
- When is the district upgrading the iPads?
- A lot of tech glitches this year
- The middle school teachers should have a coordinated homework/technology protocol; this would be a huge help to families and especially students.
- At MVMS, teachers must have the same protocol for homework submission and app usage
- In middle school, there should be a set protocol for the kids' homework submission across the entire grade, not just left up to each teacher
- I'm concerned about true 21st century skills really require coding. Why don't we offer coding classes?

Action 7 – Global Studies

What is going well in this area?

- Action 7.2 (word language) – We need more of this and continue to roll out the elementary Spanish
- Global Studies Coach continues to work with teachers and at staff meetings
- Great at MVMS; visits
- Middle school is not participating in World Savvy this year. Global Citizenship continues to be an elective
- Global citizenship program at MVMS is a huge strength for students to get to experience it
- Spanish is being implemented in K-1 this year. How is success being measured to determine if the program continues to grow in 20120-2021?

How can we improve in this area?

- All students at MVMS, including Special Ed, should have heavy exposure or are to be included in global citizenship
- You need native speaker for language instruction (Spanish/French) for a better learning experience
- How does global mindedness relate to personal responsibility and obligations to family and country?

Action 8 – Parent and Family Engagement

What is going well in this area?

- The schools do actively engage parents and seek parent involvement
- Parent Square has dramatically improved teacher communication
- Challenge Day created a great sense of community
- Counselors at MVMS are very responsive
- Parent education is great; Parent Square is awesome; Panther Press is super
- Parent Square is making it easier for teachers, PTA and administrators to communicate with groups and the entire population
- Communication to families seems to have increased at the district level
- Good, proactive communication regarding police/traffic issues
- Community events work amazingly at the elementary level

How can we improve in this area?

- At MVMS, please remind parents frequently to sign up for pushed daily bulletin
- Need to actively seek out involvement of parents with kids with special needs at school activities and parent meetings. These parents often feel alone and marginalized
- Yellow bus communications
- Would like to have more lead time on notices of educational events
- Possibly offer incentives for low-performing families - engage, be more welcoming, more inviting to them; possibly create a job for this purpose; be creative to take more action, and go beyond
- Parents becoming more proactive, if able
- Let's have a post Challenge Day camping trip with the 8th grade class; solicit parent involvement

Action 9 – English Language Development

What is going well in this area?

- Homework Club for ELD students helps students with homework, and gives kids a sense of belonging to special groups and feel supported
- Give copies of books at students' reading level to take home
- Communication between teachers and parents
- How are we measuring Action 9.1?
- Where is the data for Action 9.3 (RFEP progress)?

How can we improve in this area?

- What type of follow up is the district taking to make sure reclassified English learners keep making progress? Results for this group seems low
- Support for gifted English learners (rapid language acquisition is an accommodation)
- Support for CAASPP math assessment when verbal explanations are required
- Attempt more rapid testing of new students so that services can be rendered as soon as possible
- Add a support group or family matches/sponsors
- What about having "mentor" families matched with EL families to give more support
- How do we know how kids are evaluated out of the EL program?
- Do teachers know which students are English learners, so they can be more supportive?

Goal 2 Action 1 – Extensive Support for Staff

What is going well in this area?

- Excellent job attracting staff with our high pay and significant benefits
- Happy that district negotiated in a way that teachers were satisfied and happy with their demands
- ITAV (Action 1.2)
- Kiddo! (Action 1.4)

How can we improve in this area?

- PD around differentiation in the classroom supporting gifted learners
- Alarmed by the issues with the teachers' union and concerned about support for staff contracts