

LCAP Parent Advisory Committee Meeting - Reflection on LCAP Actions

Goal 1 Action 1 – Social-Emotional Wellness

Students will learn in positive classroom environments that support their social-emotional well-being and foster development of strong character.

Action 1.1) We will consistently implement key social-emotional learning programs (i.e. Kimochis, Toolbox, and Zones of Regulation) as well as mindfulness practices at identified grade levels across the district, as evidenced by teacher/counselor report and classroom visitations.

Action 1.2) We will embed the attributes of the Mill Valley School District Learner Profile (balanced, collaborative, communicator, courageous, critical thinker, empathetic, inquirer, knowledgeable, open-minded, perseverant, principled, reflective) into the curriculum. Students will demonstrate these attributes across all grade levels in age-appropriate ways, as evidenced by teacher report, classroom visitations, and student/teacher survey data.

Action 1.3) Appropriate levels of counseling support for students across the district will be provided, as measured by counselor-student contacts, student need, and the number of behavioral incidents.

Action 1.4) The middle school will continue to use restorative practices to foster supportive learning environments and address student disciplinary issues, as measured by suspension rates across student groups.

Ideas for improved practices at our schools

- 1) Keep an “Emergency Fund” for specific circumstances (For example, support for kids/staff after Red Tape/lockdown)
- 2) Better response in response to these events
- 3) Community events to discuss student mental health, not just parent ed nights
- 4) Develop survey for children to track themselves individually from year to year
- 5) What controls are there on school iPads?
- 6) How does the roll out of iPad 1:1 program effect SEL?
- 7) What are the other ways to measure children’s engagement other than absenteeism?
- 8) CA Healthy Kids Survey -- Add a parent survey
- 9) What locally developed surveys are being implemented?
 - Lockdowns SEI
 - Expand parent ed
 - Investigate effects of 1-1 ipad with survey of kids and parents. Tracking year to year

LCAP Parent Advisory Committee’s Feedback

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; 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

Goal 1 Action 2 (Targeted Mental Health Support)

Additional mental health staffing at the middle school will be available to provide support to unduplicated students (i.e. English Learners, foster youth, and socio-economically disadvantaged students, as needed.

Ideas for improved practices at our schools

- Increase counselors at elementary level
- Provide support for unduplicated at all schools. Working well at MVMS - to be integrated at elementary level

LCAP Parent Advisory Committee's Feedback

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?

Goal 1 Action 3 – Academic Achievement

All students will reach high levels of achievement in all content areas, as evidenced by an increased performance on standardized and authentic performance assessments across all student groups.

Action 3.1) All students will be supported through high-quality instruction in all content areas with the implementation of CA State Standards across all subject areas (language arts, math, science, social studies, world languages, visual and performing arts, music, and physical education), as evidenced by student schedules and subject-specific authentic assessment measures.

Action 3.2) Teachers will continue to employ effective teaching practices and use high-quality standards-based materials. We will monitor student progress through multiple measures, including progress reports/report cards and results on CAASPP testing and local assessments. Our target for CAASPP testing is to increase by at least 1% the number of students meeting or exceeding standards in English Language Arts (86%) and Math (80%).

Students working above grade level will be provided with differentiated learning to maximize their growth each year. Teachers will use targeted instructional strategies and practices to address the academic needs of high achievers and accelerated learners. (New content)

Action 3.3) We will develop and use standards-aligned, common, formative assessments for reading, writing, and math. We will utilize a district-wide system for assessment data collection, along with common protocols for administering the assessments and interpreting the results, as measured by assessment data collection records.

Common themes from parent feedback

- Need more challenging programs for advanced learners
- Different assessments are needed to show more accurate learning and styles
- Academics should be top priority over other programs

Ideas for improved practices at our schools

- Important to identify and support students not performing well, but equally important to identify and support high achievers and need challenging programs
- How to identify learning styles; assessments to help identify this

LCAP Parent Advisory Committee's Feedback

What's going well in this area?

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

How can we improve in 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 to see how Mill Valley compares

Goal 1 Action 4 – Differentiation

In an effort to increase proficiency for all students, ensure all students make progress towards standards, and close the achievement gap between student groups, we will differentiate instruction to reach all learners.

Action 4.1) Students working below grade level will be provided with differentiated learning in the general classroom. Teachers use targeted instructional strategies, evidenced-based practices, and common curricular materials to address the academic needs of struggling learners in the general classroom, as evidenced by growth across all student groups, including a minimum of 5% annual increase on CAASPP language arts and math scores in these student groups: African American students, English Learners, Foster Youth, Hispanic/Latino students, and socio-economically disadvantaged students.

Action 4.2) We will offer an after-school homework program at the middle school and targeted elementary sites to assist students needing help with work completion, as measured by student attendance.

Suggested revisions for the LCAP

- Indicate the current state of the achievement gap between student groups and all students
- Include the figures, and cut down on the wordiness
- Describe what differentiation means and common practices (e.g. additional time, support with small group instruction)
- For Homework Clubs, provide more information (e.g. clarification about how often they are offered, whether certificated staff or volunteers, costs)
- Concern about budget listings
- Show cost of professional development

Ideas for improved practices at our schools

- Develop assessment tool for advanced learner differentiation
- Survey for in class observations/teacher assessment to note what differentiated practices are being used
- Once per year town hall or committee for parents for public discussion of differentiated learning needs
- Survey to parents for comment on how differentiated learning is a success or needs improvement
- Strategic Plan is confusing - no state oversight for budget or goals. Wants to keep it to just LCAP for oversight

LCAP Parent Advisory Committee’s Feedback

What’s going well in this area?

How can we improve in this area?

<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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?
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Goal 1 Action 5 – Targeted Academic Intervention

Academic intervention programs will be provided for unduplicated student groups (i.e. English Learners, foster youth, and socio-economically disadvantaged students) at all schools who would benefit from additional academic support.

Reading And Math Program (RAMP) and will be provided for unduplicated students at all elementary schools who need additional academic support. The middle school will offer math workshop classes, supported math classes, and reading intervention classes to unduplicated student groups and other students who have been identified for academic support.

Students participating in RAMP at the elementary level and in reading/math intervention classes at the middle school will receive high-quality intervention from instructors who are provided with relevant professional development opportunities, use research-based intervention materials in their programs, and integrate best instructional practices, as measured by student growth towards reading/math benchmarks and grade level expectations.

Ideas for improved practices at our schools

- State the criteria (level) at which students enter RAMP
 - If students don't meet the criteria, then they shouldn't enter the program and differentiation should take place in classroom
- Strive to have certificated teachers in RAMP
- Include RAMP success rates
- RAMP program - high quality intervention
- Professional development and research based intervention materials

LCAP Parent Advisory Committee's Feedback

What's going well in this area?

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

How 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

Goal 1 Action 6 – Instructional Technology

Technology is used to enhance instruction through thoughtful and appropriate integration in the curriculum.

Action 6.1) We will provide teachers with professional development opportunities in technology to enhance instruction. Students will be offered innovative blended learning experiences with teachers' skilled integration of instructional technologies, as measured by students' development of 21st century skills (i.e. creativity, collaboration, communication and critical thinking).

Ideas for improved practices at our schools

- SEL is a focal point
- Digital citizenship
- Balanced use of phone/computer
- Less focus on using iPads
→ 1 hour before bed, turn electronics off
- Identify ways to continue teaching through school closures (power outage or COVID-19 virus) – snow day packets or online content delivery
- Kids are spending a lot of time on iPads.
- Need to find balance between appropriate use of technology and appropriate behavior (digital citizenship). Students are unsupervised for multiple hours a day online now.

LCAP Parent Advisory Committee's Feedback

What's 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.
- Streamling 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?

Goal 1 Action 7 – Global Studies

Students will participate in learning opportunities that foster global mindedness and turn knowledge into action.

Action 7.1) Teachers will provide opportunities for students to participate in trans-disciplinary learning experiences that include perspective taking, investigating the world, communicating effectively, and taking action/engaging in service learning projects, as evidenced by teacher use of a global studies framework as a guide for developing curriculum and instruction.

Action 7.2) Students will have opportunities for world language instruction/exposure in middle school in kindergarten and first grade at the elementary level in 2019-2020, as measured by student schedules.

Action 7.3) Teachers will provide students with opportunities to participate in inquiry-based instruction and project-based learning that has relevant, real-world applications, as evidenced by student work and classroom visits.

Common themes from parent feedback about your action

- Global studies should be connected to regular academics woven into the regular curriculum
- Distribution of opinions regarding global studies
- Would like teachers to implement global studies at the same level
- Global studies is an important aspect of the Mill Valley School District program

Suggested revisions for the LCAP

Why does the strategic plan say we want global citizenship as opposed to global perspectives?

Ideas for improved practices at our schools

Positives: Coach works with teachers at staff meetings and middle school has popular global studies elective

LCAP Parent Advisory Committee's Feedback

What's going well in this area?

- Action 7.2 (world 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 and some schools
- 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 2020-2021?

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?

Goal 1 Action 8 – Parent and Family Engagement

We will maintain high levels of parent/family engagement in our school communities, where all parents are informed, welcomed, and have opportunities to be engaged in their child’s education.

Action 8.1) We will provide regular, two-way communication with our school communities through a variety of tools and platforms, which are updated with current, relevant information, as evidenced by websites, newsletters, surveys, public and committee meetings, and other communication vehicles.

Action 8.2) We will continue to have active parental involvement at all of our schools to promote student learning and success, as evidenced by parent participation representative of all student groups in school activities, including school events, parent meetings (e.g. PTA meetings, School Site Council meetings, Board meetings, DELAC meetings, site and district committees), and parent education opportunities. We will continue our Parent Equity Committee next year to help engage a broader spectrum of parents and to support our equity work.

Common themes from parent feedback about your action

Generally pleased with community engagement

Suggested revisions for the LCAP

Change text to say that Parent Equity Committee is now part of LCAP Parent Advisory Committee

Ideas for improved practices at our schools

- ParentSquare is a great addition; high level of engagement and read rate
- Can all meetings that are open to parents be listed in one place on the district website (Board meetings, PTA meetings, Parent Education)?
- PTSA MVMS Zoom meeting - positive response in audience. Want to add to that offering
- Education offerings for parents from PTAs
- One district wide website that tracks all parent ed.
- Record parent ed events so people can watch later
- PTSA MVMS Zoom meeting - positive response in audience. Want to add to that offerings

LCAP Parent Advisory Committee’s Feedback

What’s going well in this area?

- Schools do consistently 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 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 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

Goal 1 Action 9 – English Language Development

We will continue to build our English Language Development (ELD) program, which provides Integrated ELD instruction, augmented by Designated ELD services, to our English Learners.

Action 9.1) ELD staff will use high-quality ELD curricular materials, be provided with relevant professional development opportunities, and implement research-based strategies in order to best serve English Learners.

Action 9.2) We will continue to strengthen parent involvement and communication with parents of English Learners, as evidenced by different modes of communication and development of an ELD page on the district website.

Action 9.3) We will monitor EL student progress with language acquisition through annual administration of the English Language Proficiency Assessment in CA (ELPAC) and other language/reading assessments each trimester.

Suggested revisions for the LCAP

Ideas for improved practices at our schools

- One more ELD teacher for district
- Elementary support → whole child
- MVMS support focused on academic level; needs some more class support to help students understand assignment instructions
- MVSD website needs more language translation options so relevant families can understand info presented
- CAASPP support to “understand” what questions are asking of the student
 - Especially at MVMS, reclassified kids (no longer ELD) need teacher awareness that they are still language challenged
- Love 9.3 - measurable and tangible
- Need handouts for kids to take home during the summer. Helps bring families along and reinforce learning of the kid...especially summer regression. What will be done digitally this summer?
- Teacher needs to be able to level set classes when an EL student is there because that student will process info slower when processing two languages in their mind
- Homework Club for ELD students is a success at Strawberry. Want to expand it to Edna Maguire.

LCAP Parent Advisory Committee’s Feedback

What’s 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

will provide strong support to staff through excellent compensation, extensive professional development, encouragement for innovation, and relevant feedback.

Action 1.1) We will target staff total compensation (salary, health and welfare, and benefits) in top quartile of comparable districts, as evidenced by total compensation comparisons produced as needed for the purpose of bridging possible gaps in moving towards the top quartile.

Action 1.2) We will implement a staff wellness plan that includes mindfulness training and support, community and morale building, and other opportunities that support staff health and wellness, as evidenced by staff feedback gathered through focus groups, surveys, or other means.

Action 1.3) We will provide high-quality professional development that increases the staff's capacity to collaborate, design, and implement innovative curriculum. We will consult with staff input when planning professional development.

Action 1.4) We will support teachers in their pursuits of innovation in the classroom, as measured by implementation of innovative practices during classroom visits and Learning Walks, along with teachers making use of district-provided opportunities for training, collaboration, and grants.

Action 1.5) Site and district administrators will help all staff reach their potential by prioritizing formal and informal classroom visits followed by constructive and supportive feedback, as measured by classroom visits.

Common themes from parent feedback about your action

- Difference in support between elementary and middle school teachers

Suggested revisions for the LCAP

- More measurements. Feels like a lot of support for teachers; need ways to measure success
- SMART goals - Specific, Measurable, Attainable, Realistic, Timebound

Ideas for improved practices at our schools

- Parents want teachers to feel supported and be rewarded for abilities
- Difference in support between elementary and middle teachers. Teachers have aides and support from PTAs at elementary. Different experiences at the Middle School.
- New contract - need to be able to deliver and measure how teachers are succeeding and which ones are standing out so they can be rewarded.

LCAP Parent Advisory Committee's Feedback

What's 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