

**Local Control and Accountability Plan (LCAP) Parent Survey Responses – Goal 1
March 2018**

Goal 1: Ensure high levels of student learning

Actions:

- 1. Offer high-quality, standards-based learning, and use multiple assessment measures**
- 2. Provide deep-content, inquiry-based and project-based learning**
- 3. Differentiate instruction based on student need, and place an emphasis on character education**
- 4. Integrate technology into classroom instruction**
- 5. Incorporate global studies, and work towards implementation of world languages at elementary level**
- 6. Provide current, regular communication to families**

1. High-quality, Standards-Based Learning and Assessment Comments

- With only one official conference per year, assessment measures feel very group-structured versus individual student-focused
- Seems to be a high level of learning in my child's class
- Focus on classroom structure and transitions between activities to maximize classroom instruction time
- Giving students multiple mini-assessments is not better than offering one large test at the end of a learning unit
- At the elementary level, it can be hard to know how your child is doing; the range of 1-3 on report cards is a little broad and vague
- Feel as though my kids are getting an amazingly well-rounded education
- More unstructured play is needed for improving learning
- Would like to see the quality of learning improve at our elementary school
- Ensure that students have a solid foundation in basic content that needs to be memorized, such as multiplication tables
- Not enough science
- Would love to see more specific actions related to incorporating math
- Would like to see higher quality learning
- Would like to see higher quality, standards-based instruction
- Worry less about standardized assessments
- Create task groups to encourage teacher sharing and support
- Too much emphasis on teaching standards and not enough on getting kids to read, write and explore

2. Deep-Content, Inquiry/Project-Based Learning Comments

- "Provide deep-content, inquiry-based and project-based learning" is limited at elementary level
- "A learning environment that provides deep-content/inquiry-based student learning" should include nightly homework to reinforce what is learned in the classroom, promote good study habits, time management skills, etc.
- Have been impressed by the depth of the study with second grade immigration unit, but inconsistent across grades
- Kindergarten could benefit from more project-based learning instead of just focusing on holidays

3. Differentiated Instruction & Character Education Comments

- Once students reach an academic milestone, there's less focus on continued learning; greater emphasis placed on those not yet at milestones
- Attention needs to be brought to the students that want to rise above the norm, thrive and learn more, and not worry about "all" students being kept in the same level
- We appreciate the kindness movement! There is too much pressure on the kids at the elementary level
- Would like to have more support for advanced students
- Character education is not the responsibility of the school, but rather that of the parents; a school's focus should be on the academics and education of children
- Instruction needs to be differentiated for students who need more challenges as well
- Some progress has been made but still seems like one-size-fits-all if your kid likes school/excels
- Concern about students being labeled as "good" and "not so good" students; creates a two-tiered system that fails to acknowledge each student's gifts
- Positive focus on emotional intelligence
- Would like to see more differentiated instruction in the classroom

- To address differentiation, consider clustering gifted kids in the same class so they can be adequately challenged
- Provide differentiation for students who do not receive Special Education services, but need extra support
- Differentiated instruction and character education should be distinct action items
- Differentiation seems to be teacher-dependent (instead of district-wide)
- Seems to be too much character education
- Would add a bullet on helping children develop the confidence and resilience they need to achieve their full potential
- Consider prioritizing differentiation above character education
- Hope this means there will be measurable differentiation for high performing kids
- Student-teacher ratio has become so high that it is very difficult to differentiate instruction based on student need
- Feel grateful that our teachers understand that different kids learn in different ways
- Seems that there could be more opportunity for differentiation
- Not sure instruction is differentiated based on student need
- Would love to see the district better accommodate for advanced students
- At the middle school level, differentiated instruction occurs depending on the teacher
- Middle school should have one place where all assignments are located to make it easier for kids to manage workload, especially those with executive functioning challenges

4. Technology Comments

- Support integration of technology as long as it supports and optimizes learning; in some cases this year, technology has not been used effectively
- Use tech as a means to an articulated end
- Amp up tech teaching - coding, graphic creation, systems connectivity, even basic MS Office skills; elementary kids should be able to type + still write in cursive.
- Technology tools should be optional for homework, with written work as the standard, and kept to a minimum
- Technology integration should not be a priority
- Good idea to train the staff more to effectively use technology in the classroom
- Ensure the implementation of technology is not for the purpose of teaching technology, but instead focusing on if that technology leads to a more significant pedagogical outcome
- More technology may not be necessary
- Teach how to effectively use technology, how to make it productive, and help parents control its influences on our kids
- Need to secure the privacy of students with the use of technology
- Should have a K-8 technology scope and sequence developed that is age appropriate and uses limited technology
- Technology is a tool; I prefer we teach our children to think
- Prefer to have less technology in the classroom
- District has done a great job incorporating technology in the classroom
- It is surprising that we do not have more tech resources for students working below grade level

5. Global Studies Comments

- Not certain I've seen any global studies or anything of that nature in my child's class
- Foreign language is not available before 7th grade; Viva Espanol is a nice start, but not accessible to all (or most) kids
- Limited global studies work at our grade; there is not world language at elementary level
- Love the incorporation of global studies into the curriculum
- Not sure that the school incorporates global studies properly and effectively
- Teaching non-English languages is great and there should be more of it
- World languages should be part of the curriculum at the elementary level
- Would like to know more about status of world languages program
- Would appreciate giving students an opportunity to dig deep into learning about a country or culture
- World languages piece in elementary schools is especially important
- Need to integrate language (particularly Spanish) early for students, who are growing up in an interconnected world
- Thrilled to see a global language goal
- Adding second language early is a good idea
- Support the implementation of IB program at one of our schools
- Would like to see the language piece ramped up
- Concern about how effective the language program will be with 60 minutes of instruction per week in kindergarten

- Glad to see world languages at elementary level
- Support foreign language instruction at elementary level when brain development is at the optimum point for learning
- Global studies effort is good

6. Communication Comments

- Teachers do a great job of overall class communication
- Would like to receive more individualized, child-specific communication from teachers
- Would be helpful if teachers communicated with parents through a weekly blog, which informs us of what has taken place during the previous week, what is to be taught during the upcoming week, and any special events
- Strengthen this by teachers communicating individually with families about their students
- Parents need to be active to initiate the communication to school
- Appreciate the good communication
- Teacher communication and reaching to parents is very important
- Communication has been great through all of the newsletters and emails
- This goal seems out of place
- Would like to have more communication from school staff
- Regular communication is happening
- Communication from school is good
- Teachers should proactively communicate with parents let them know when a child is not at grade level rather than waiting until progress reports come home with low marks

Affirmative Comments

- Good goal and strategy
- Looking at this list of goals, I feel as though these are being met
- Recently relocated here from Westchester County, NY and are happy and pleased with progress on all of these goals
- Could not have said it better myself, which is why we love living here; we moved here because of the stellar reputation of the school district before our oldest started kindergarten
- I think the district hits the mark here
- Excellent goals
- These goals are in alignment with my own hopes for my child's education
- My sense is that it is all going fairly well
- Actions are exactly what I would expect

Constructive Comments

- More introductory information about the LCAP would be helpful
- Goals seem to be lumped together and difficult to accomplish altogether at the same pace
- There are needs to be improvement in these goals at the elementary level
- Would be helpful to know the purpose of the survey
- Concern that the district is providing programs that it cannot afford

Measuring Progress Comments

- Hard to compare performance; maybe district should communicate better to families what's the benchmark we should refer to in order to be able to compare
- Fairly vague and no timelines or units of measurement. How do we know if you are improving, let alone achieving?
- Everything sounds great, but what are the implications to each line item (costs, impact on students, etc.)?
- Goals should be measurable, e.g. 70% of first graders will know basic Spanish

How well is the district making progress towards Goal 1?

- Extremely well - 16% (30 responses)
- Very well - 41% (74 responses)
- Somewhat well - 30% (54 responses)
- Marginally well - 9% (16 responses)
- Not well at all - 4% (8 responses)
- Total - 182 responses

**Local Control and Accountability Plan (LCAP) Parent Survey Responses – Goal 2
March 2018**

Goal 2: Offer effective intervention programs to meet the needs of all students

Actions:

- 1. Provide social-emotional and behavioral supports for students**
- 2. Offer academic intervention programs**
- 3. Provide before/after-school homework programs**
- 4. Build ELD program to support English Language Learners**

1. Social-Emotional & Behavior Supports Comments

- Positive that there is social-emotional conflict resolution at recess with qualified therapist on site
- Greater support needed at the MVMS level; so many kids for the number of counselors
- District does well at elementary school level; seems like there is a one-size-fits-all approach in middle school given the large size of population
- Seems to be teacher specific as far as how much emphasis is placed on social emotional learning
- Focus on social-emotional learning by staff is inconsistent within a school
- Would like to see teachers have an eye for the "quiet" kids who sometimes need just as much support as students with more overt challenges; would be great if there were friendship groups after school
- Seems to be too much emphasis on social-emotional learning
- Our school could improve in providing an effective behavioral support program
- There can be too long of a delay to take action with some kids who need behavioral support
- Need more social-emotional supports for students
- There is no clear understanding of the emotional challenges kids face in the environment at school. Schools need to provide a medium for the children to express their frustrations without being mislabeled, and reach closure on some emotional issues
- We need more support staff (i.e. counselors) at school
- Counselor-to-student ratio is too high; there should be more counselors at each site. Students need to be able to be seen by the counselor on a regular basis
- Would like my son to have a stronger connection with his counselor at the middle school
- More could be done to prevent bullying; minimum standards of conduct and behavior are not being met at MVMS
- District is strong in this area
- Don't see enough of the social-emotional support; counselors are not immediately available to meet when the students are in need
- Lacking in this area, especially as it relates to gifted kids and their social challenges
- Question about whether we have enough staff in the schools to provide adequate social-emotional/behavioral support
- Appreciate the mindfulness program, but I think there needs to be a program in the curriculum for how to deal with bullying
- School staff handled a situation well when my child needed some support
- Need to boost social-emotional supports; schools can't be proactive because they are usually helping students when dealing with a crisis
- Question about whether social-emotional learning is being implemented into daily curriculum
- Some teachers need more training in child development and how to connect and motivate children
- This is important, particularly with the rising prevalence of depression and anxiety in teens; they need to learn to deal with their emotions
- Need to consider the social-emotional needs of our students of color
- Appreciate that there is a friendship class at my child's school
- Seems like additional resources may be helpful for this area
- Need more social-emotional supports for my child
- Elementary schools do this extremely well. MVMS does not provide adequate programs for social-emotional support; there are not enough support for those students marginalized in the middle school
- Need more counselors in the school, especially at middle school

2. Academic Intervention Comments

- "Academic intervention" should also apply to students who need more challenge; consider "intervention for students who require more support to master the curriculum and also for students who would benefit from deeper engagement beyond the curriculum."
- Would be helpful if teachers inform parents of students experiencing academic struggles as early as possible
- Seems easy for a kid to slip through the cracks academically unless the parents is aware of it
- Special Education program at Old Mill is excellent
- Would be helpful if teachers could check in with students more if the student's performance declines, even if just by a grade point, to prevent further decline in the coming months
- Needs of kids who need more challenges should be mentioned and considered
- Academic interventions do not seem to be part of the day, other than teacher's differentiated instruction. We need more RAMP teachers to address the needs of the students who do not qualify for the Learning Center
- Would prefer that intervention is not a pull-out class
- District is strong in this area
- Stronger support needed for addressing student learning differences, such as dyslexia
- Need to focus on kids who need more academic support
- Need improvement in this area
- My kids both have received extra reading and math support via RAMP, which was helpful
- Academic supports should be provided before kids are falling far behind
- Goal says, "meet the needs of all students," but there is no mention of meeting the needs of advanced learners
- Seems as though meaningful academic intervention happens only for exceptionally gifted students or those who are struggling; we may be missing some kids in the middle who need help
- Need more resources for children who would benefit from more accelerated learning
- There could be improvements on the evaluation of students based on how they learn; need to identify and learning difficulties as young as possible
- Don't feel the needs of students who "don't get things quickly" are being met
- Have benefitted from RAMP and are happy to have that support at school
- Would love to see academic support (RAMP) in an extended day model so students don't miss classroom instruction
- More RAMP support is needed
- Seems like additional resources may be helpful for this area
- Provide grade level pull-outs to support kids who need more of a challenge
- Need more aides in every classroom; it is too hard to rely on parent support in the classroom for individual learning
- Seems slightly difficult to get kids the appropriate testing, and then services

3. Homework Comments

- Not aware of homework programs offered at schools
- Support for before/after-school tutoring being open to and offered to all students
- Our school should have some before or afterschool homework program
- I am not aware that the district is offering before and after school homework programs
- Would benefit from having a study hall, which could be mandatory for students that are deemed to have difficulty getting homework done and/or poor grades; this would help establish a structure, as well as provide incentive
- District is weak in this area
- Would appreciate more opportunities for before/after-school homework programs
- Need improvement in this area
- No need for after-school homework programs because at the elementary schools, there's not enough homework to warrant it
- Haven't seen before/after school programs for homework at the elementary school level
- After school homework support would be very welcome; not aware that this was available
- Provide more school work to bring home with the students
- Haven't heard anything about before or after school homework programs at my child's school
- Way too much homework being assigned
- Too much homework being assigned by some teachers at the middle school
- Was not aware of homework programs being available at schools
- Would love to have the library open after school for students to be able to do their homework

4. English Language Development Comments

- Teachers in the ELD program should be highly qualified and supported
- ELD is a great program
- District is weak in this area
- Need improvement in this area
- Would love to have the community at large better educated about our ELD population here in Mill Valley

Positive Comments

- Have not had opportunity to experience these programs, but heard generalized positive feedback from those who have
- Yes to all four areas
- Seems like there is a balanced emphasis on this
- Yes, agree!
- I agree with all actions

Constructive Comments

- Too much variability in programs with little consistency implementation
- Lumping too many things into "one goal" and trying to move a variety of goals forward when it's difficult to do, and an ineffective use of priority setting and resources to do so.

Measuring Progress Comments

- How are these goals measured per students for need and success?
- Goals are terrific, but they should be more specific and measurable

Other Comments

- Studying a Montessori based program would help in meeting this
- Every provider of programs after school should be accountable for offering excellent classes; this is not consistent across programs/classes
- Need more after school sports and social programs for MVMS
- On-site after-school program needs improvement and should be more aligned to the school's curriculum and activities
- Need more staff to be able to cover it all

How well is the district making progress towards Goal 2?

- Extremely well - 10% (17 responses)
- Very well - 30% (52 responses)
- Somewhat well - 36% (64 responses)
- Marginally well - 15% (27 responses)
- Not well at all - 9% (16 responses)
- Total - 176 responses

**Local Control and Accountability Plan (LCAP) Parent Survey Responses – Goal 3
March 2018**

Goal 3: Attract, Develop, and Retain Excellent Staff

Actions:

- 1. Target total staff compensation in top quartile of comparable districts**
- 2. Use quality curricular resources and implement effective instructional strategies**
- 3. Offer robust, relevant and differentiated professional development**

1. Staff Compensation Comments

- All of my children's teachers have been great
- Some veteran teachers seem less likely to try new things
- Our experience has been wonderful with OMS
- Needs to be more consistency among teachers and their levels of homework
- Staff compensation should correlate directly with staff performance
- Need to attract good subs as well
- Prioritize teaching skill when making decisions about whether to keep or let a teacher go
- There's variance in teacher effectiveness across schools
- Excellent staff at my child's school
- Does high compensation equate to better teachers? I'm concerned you are measuring the wrong thing. How do we know if they are implementing effective instructional strategies?
- Most of the teachers we've had have been part of the district for a long time; this is mostly positive, but some drawbacks
- Support providing high levels of compensation for staff
- Some teachers are excellent, creative, and interested in the child as a developing person; this is not the case for all
- Have had a very positive experience with school staff
- Teacher quality is consistently high in the district
- High quality teachers and staff from what we've experienced
- Money for technology could be shifted to other specialists, such as a neuropsychologist to assess students
- Most teachers seem engaged, much more than in other school districts
- Find a lot of teachers with great intent, strong desire, and fresh ideas; they should continue to be encouraged to push the kids and the curriculum
- Teachers are excellent, which is the backbone of our amazing school
- Feel that the staff is high quality, and they offer a unique education
- Have been very happy with our teachers at Park and MVMS
- Have liked all of my children's teachers since we joined the district
- Have been very happy with all of the teachers
- Staff rocks
- Edna has great staff, and there has been little turnover. Might be worth adding metrics on tenure, career development/progression (e.g., taking on different roles) and turnover
- I have been impressed with staff overall, but there is not enough consistency between classes. Why are they not held to same standards? Are there staff mentors for new teachers? Is there time for grade level meetings during the day?
- Excellent staff
- Have been very impressed with our teachers in Tam Valley
- There are some outstanding teachers in the district, but this is not the case across the board
- Our experience with the quality and talent of the at Strawberry has been fantastic
- Has the district looked into investing in housing? I'm concerned teachers won't be able to live in Marin anymore
- Wonderful teachers!
- A few of my son's teachers have some areas needing improvement
- Love our teachers, and we are always grateful for the experience they bring
- Teachers seem comfortable
- We need to pay all staff well, not just teachers
- Competitive pay is key; allowing teachers' children to attend the school district would be an added bonus
- Like to see the staff receiving higher pay/benefits to attract the best teachers; we're competing with Tiburon and Ross

- Love every teacher our kids have ever had (7 different teachers, plus many support teachers). We are so impressed by the cohesive environment that our teachers have. They collaborate in a friendly and productive manner
- Incentivize some of the more senior teachers who are ready to retire to do so
- Need to provide a housing stipend for our teachers and allow them to send their kids to Tam High if they teach in the district; they should be paid enough to live in Mill Valley
- Seems as though some of the senior staff are not as open to change as more novice teachers
- Have been very impressed with the teachers we've had the chance to interact with
- Our experience is uneven; there are some teachers who are not quite reaching the kids

2. Curriculum & Instruction Comments

- Curriculum and homework expectations across the grade-level should be consistent
- Teachers do as much as they can with the resources provided to them
- Efforts made to keep the staff learning and challenging the curriculum to meet modern teaching standards deserves praise

3. Professional Development Comments

- Professional development could be offered outside of classroom hours, in summer, or during staff development days
- Professional development is very important, but there seems to be a lot of it in this district
- Our teachers have shared their excitement for their professional development
- Teachers seem to get a lot of professional development days
- Robust professional development
- Feel that teachers in some schools need to keep up their knowledge of childhood development in terms of emotional needs and brain development
- Positive comments
- Great goal
- This is done really well
- Appears to be working well
- This is an area where I think the district is doing well
- We have been impressed with staff in Mill valley school district

Constructive Comments

- This should be a peer review item, rather than by parents
- Think the staff is best placed to answer this

Other comments

- Should be more sports at school; every kids should play, gifted or clumsy, competitive or not
- Would like to see the district utilize technology by offering self-paced online math programs; concerns me that some schools have access to programs that are not offered at other schools
- Teachers are highly engaged in the LCAP because their unions have educated them to making sure their needs are met
- Wish there was a way to add quality support staff for these next 3-4 years of large class sizes and then reduce

How well is the district making progress towards Goal 3?

- Extremely well - 20% (35 responses)
- Very well - 46% (80 responses)
- Somewhat well - 24% (41 responses)
- Marginally well - 9% (15 responses)
- Not well at all - 2% (3 responses)
- Total - 174 responses