

## LCAP Parent Survey Responses – 2019-2020

### Action 1 – Social-Emotional Learning

- There is more that can be done to help students with budding and established mental health problems. Implement more mindfulness, more proactive/ preventive crisis help, stronger follow up on those cases that are identified. Marin is notorious for an absurd lack of mental health services for youth (under 18).
- I love the work their teacher does with feelings.
- Too much focus on a liberal agenda on the social front; excellent work addressing emotional wellness.
- The mandatory use of iPads in middle school has significantly and adversely affected the health of my three kids in the district.
- I have seen positive changes in the last few years.
- There are issues with some teachers on this front. It would be nice to have a way to express concerns without feeling that your child will be penalized.
- Some teachers and staff seem to understand and embrace the concept, others less so.
- I would like to see full time counselors at each site. Splitting between sites does not work very well.
- I like the kimochis that the elementary schools use. My now fourth grader has been able to report on them to me with good understanding. My hope is that much of this development would come from the home of the student.
- There has been a decent investment in students that may be struggling, and the learning center has been one of the effective mechanisms for supporting them. However, there is no such recognition of advanced learners that may remain bored and not taught at their ability level in the current format.
- Elementary has done a good job. Middle School needs to incorporate curriculum into their program like Toolbox.
- I have seen this in the elementary schools and curious about the teachings in middle and high school.
- It all depends on the teacher.
- Currently my child's school is creating fear-based teaching and lowers children's self-esteem.
- It seems like we have a new "program" for SEL every year. I'm not hearing kids use any of the programs independently.
- You should tell us what has been done so we can make a decision about how well it was addressed.
- Aides for children with learning differences and behavioral issues are not properly trained, staff is unsupported in these areas causing classes to suffer milestones.
- It would be great to have more counselor directed activities like play groups, friendships circles and so on - there does not seem to be enough counselor time to go around for these things.
- The middle school seems to be handling this as well as they can. My child's elementary school doesn't seem to grasp the importance of this issue.
- Need to move faster and incorporate across all grade levels. Need more emphasis on this and more budget for mindfulness.
- I'd love to see even more emphasis on kids being "upstanders" in less structured settings (before school, playground, etc).
- Would love my son to have service to the community as a part of his education.
- It varies intensely based on teacher.
- The Middle School has insufficient and weak counselor support for students - at a time when it is most important.
- This should not be a part of our children's education. For students that need this, they should see the school counselor. The school's day should be focused on academic learning.
- I would like to hear more about the learner profile being referenced in the middle school.
- There are some programs that are being instituted in the upper grades that feels developmentally inappropriate for fifth graders. The skills that are introduced through the Toolbox curriculum are very important, but many of the "body signs" and lessons need to be modified so that they are engaging to upper grade students. I have received both parent and student criticism that the Toolbox lessons are "baby-ish" and "inauthentic". I would like to see the district put more emphasis on Responsive Classroom trainings.
- I think it's important to give graduating 8th graders a "heavy dose" of age appropriate inclusivity, self-advocacy, steer clear of harmful behavior, nuggets of guidance that they can take to high school and put into action - ideally, Tam High would have a complementary program for 9th graders so that the students can continue to embrace the "vibe" and foundation set forth in elementary and middle school.

- 1) Check in with School counselor and 2) perhaps at least touch on the subject of Hope and Faith. I realize the barrier of Church and State with public schools teaching about Hope and Faith. Lots of evidence of that we are Happier, more Social and more Forgiving with Faith. My personal experience is dramatic and wish I had at least a small amount of support at the public school I attended now 50 + yrs ago.
  - I have heard discussion and key words spoken by our teacher, but I do not see much evidence of its integration into the curriculum. I do not see work coming home related or integrating the topic. Just lots of worksheets
  - I feel like the district has tipped over - some social emotional wellness is great. Too much takes away time from math, science, reading, etc. There needs to be a better balance. My kids are super tired of social emotional wellness, and I'm seeing their point.
  - Teachers should receive more training on brain development, social development and emotional development, especially in the middle school years to better set expectations and better support kids through brain re-wiring and puberty changes.
  - I think that stronger students get stuck carrying students who are not as strong and while this is real life and will happen regardless. It seems that the strongest students are paired with the weakest and that shows a bias selection vs a random one.
  - Grades are too much a focus.
  - I send my children to school for academics and I feel you lack in delivering this. As a parent, I feel it is my job to educate on social- emotional responsibility.
  - I love how teachers and staff have large classes but look out for each and every child's well being
  - Employ a full-time counselor at each school site.
  - I'd prefer emphasis on academic excellence.
  - Seems hit and miss-- needs to be in each class-- teachers need more training (if they want) - needs to be an expectation not an option that everybody does this somehow.
  - One counselor per school is not enough.
  - The emphasis on children being decent towards each other, backed up by an investment in instruction time, is a huge step forward from my own experience in public elementary school.
  - I really appreciated the toolbox presentation at my child's school I also like the periodic emails that are sent by the guidance counselor explaining each tool. I would like to see the teachers and students using the language of the tools more often. I also wonder what the curriculum is going to look like next year after they have taught all of the tools this year.
- I like the kimochis that the elementary schools use. My now fourth grader has been able to report on them to me with good understanding. My hope is that much of this development would come from the home of the student.
- one counselor per school is not enough
- Some teachers and staff seem to understand and embrace the concept, others less so.
- I really appreciated the toolbox presentation at Old Mill. I also like the periodic emails that are sent by the guidance counselor explaining each tools. I would like to see the teachers and students using the language of the tools more often. I also wonder what the curriculum is going to look like next year after they have taught all of the tools this year.
- I'd love to see mandatory classes (maybe part of Wheel) teaching skills and habits to support social emotional wellness taught every year.

## **Action 2 – Targeted Mental Health Support**

- Emphasis needs to shift from counseling/ academic centered support to emotional support as part of a whole child approach.
- Now is the time for all good people to come to the aid of their country.
- Clearly the intention to support and foster good mental health (and as action 1, social emotional health) is there, but from our experience at our child's school, they are either woefully understaffed or the teachers and counselors are not empowered to enforce these concepts. Children run wild on the playground and bullying is rampant.
- My child has not required this support yet, so I am not sure.
- The counselor my child's school is wonderful but for that large of a student body, it seems there should be at least one, if not two, more on staff.
- There are not enough mental health counselors. It has been nice to see some of the programming this year that helped the kids understand each other (working together in groups) like the compassion project.
- When I reached out to a counselor about a mental health issue my child was having, we got zero support and the issue was not addressed. We sought outside support.
- Difficult to answer because I'm not sure what Targeted Mental health Support means in this case, or what is meant by additional mental health staffing. How does that relate to English Learners, foster youth, and socio-economically disadvantaged students?
- Don't have sufficient information to judge the middle school, as our children are still in their elementary school years.
- Not enough support or resources for the student population
- Mental health is very low at my child's school; we don't even have a fulltime staff.
- Why do English learners need mental health support? This seems offensive.
- More staff needed.
- That targeted MHS is only being given to certain groups and not available to ANY student.
- This is critical and we need more of it.
- My child is in 3rd grade so I don't feel like I know enough to answer but I agree it's very important!
- My child has been in need of support and received a mild count until I intervened.
- My son is young, and I have no experience at this time but value anything to help children become their best selves.
- The lack of mental health support at my child's school is notable.
- The school seems to focus on supporting the underachieving students but not academically gifted students. The schools strive to reduce the academic gap by propping up the underachieving students and stunting the academic growth of the bright students.
- I do not have any direct experience but have heard at 3 separate families complain that their children have had very long wait times to speak with a counselor.
- More counselors needed - too many kids, so few counselors.
- Schools need to have more support staff in the classroom for children who are dealing with mental illness/disabilities etc. There is a high number of students who require a lot of support and having 1 teacher in a room who needs to devote too much attention to 1 student makes it hard for the other 20 or so to learn.
- Sooo important, not only for mental health but the tie between that and drug use.
- My child's school needs curriculum that fosters understanding empathy and celebrates differences.
- Please teach academics. This is certainly an area Mill Valley schools lack compared to the northeast and mid-west.
- I'd like to see resourced directed towards gifted student programs. The bottom receives significantly more funding than the top. Why continue to neglect our most promising young minds?
- Again, one counselor per school is not enough!
- I'm not sure how many ELL and disadvantaged students there are at my child's school. Mill Valley's housing mix would have to change significantly for populations of these students to be present in significant numbers. Nonetheless, it's important to address matters of integration. There's no point in spending taxpayer dollars per capita and not have those dollars well invested due to language or socio-economic issues.
- No indication of how these kids are getting "targeted" help. What are the costs of these programs that are targeted?

### **Action 3 – Academic Achievement**

- Our wealthy district and their wealthy families has no shortage of resources to address and excel in academics and forward this agenda, but the academic bar anticipated to be met by students has brought immense and impactful stress on our students- especially when district concentrated on just quantitative output (testing) not quality outcome inquiry and critical thinking)
  - Great and dedicated teachers, what a gift.
  - There is A LOT of discrepancy between classrooms of the same grade and those who are in a subpar classroom get a subpar academic experience, period.
  - It seems like the curriculum is well-rounded and not just focused on acing the CAASPP tests. I wish there were more options for high achieving students who need a little more of a challenge, particularly in math. My husband did extra math at home with our daughter to keep her from stagnating but not everyone has that advantage.
  - There does not seem to be a whole lot of differentiation in instruction.
  - There needs to be a more challenging program for advanced learners who are ignored because they check all the boxes. A huge number of kids in our district score partially or fully on the gifted scale, yet nothing is done for those kids. Instead gifted programs are "frowned upon." Those kids lose their love for learning because they are a) not challenged and b) not inspired. Elementary school and Middle school are crucial in instilling that love for learning. The increased class sizes also are not helpful.
  - Standardized testing is ineffective. Schools can achieve academic excellence by encouraging critical thinking and reading, and by promoting arts education.
  - I think to reach this goal you need to be able to set each student up for success. This means extra help academically if needed & direct communication with teachers and their students or the students' parents if necessary regarding the grades. There have been a few times this year where we could have used more direct communication from the teacher regarding our child's grades. He was having a hard time in one or two of his classes and we did not find out until after grades were given. Apparently, the teacher tried to communicate with him unsuccessfully. This is where the parent should be brought in to the loop. I think when the communication doesn't happen with a child it is important to get the parents involved or a minimal informed.
  - There are still areas for improvement
  - Seems like our teacher has very little support from aides or specialists. Unclear how to get our children additional support if they are only slightly struggling.
  - We need testing that shows true academic ability. The ceiling for the CAASPP is too low.
  - 4th grade math is poorly taught, we began tutoring at home. Our child's school staff does not teach fundamental structure for creative writing. 5th grade teacher recommended using Grammarly app instead of teaching proper grammar. 2nd grade teachers fail to teach phonics. Our son continues "guessing based on pictures" per the school's instruction. We have hired private tutors to compensate for teaching failures.
- Academic performance of our school district is outstanding, which is very encouraging!
- There is still not enough being done to challenge advanced learners and to teach them at their level.
  - Inconsistent from classroom to classroom
  - School has not offered standard academics, by choosing bad substitutes or by having teacher not attend classroom enough. No curriculum or support for teachers/subs if they don't know grade level work.
  - Needs more standardization across grades. It's clear which is the "good" teacher in all grades as some are way more academically minded than others.
  - All children learn differently. With that said, challenge the children to reach for achievements that make them uncomfortable and help them learn to take risk and how to fail, but learn and grow.
  - More than once a year standardized testing would be good - a beginning of the year, mid and end year assessment was originally a part of the state testing but that never happened.
  - Be realistic...not ALL students can reach HIGH LEVELS of achievement. They can all be provided with high levels of instruction and learning opportunities, but NOT ALL STUDENTS ARE THE SAME. They are people, not products. There are students with learning differences, attention issues, emotional issues, language issues, which all affect learning.
  - The question itself is confusing. "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". What if your student was not meeting standards then just slightly improved? Would that be considered reaching high levels of achievement?
  - I'd love to see my 3rd grader have more opportunities for challenge!

- I feel district standards aren't as high as they could be - compared to neighboring school districts
- Love of learning is MORE important to me than standardized test scores.
- We have had to supplement with tutoring to get our children competent in many areas, especially reading and math.
- Assessments at my child's school are inconsistent and unclear
- The schools allow teachers to have vastly different curriculums. Some classes have homework while others do not. There is a lack of equity in academic learning from class to class. The administration does nothing to encourage teachers to all teach to the same curriculum.
- I would like to see more innovation in my child's school educational program
- Increased and enhanced Global Citizenship programming/curriculum will make MVMS a standout school
- Find the child talent and particular style of learning and pass it on up to the next grade and so on. This would take additional time from the teacher but extremely valuable. Just duplicating what private schools are doing in this area.
- I'm a bit shocked to see how few kids know how to spell, or complete basic sentence construction. Multiplication facts should be required, not suggested.
- There need to be resources available to gifted children. I find it unacceptable that there are no programs or resources available to them.
- The test scores in the area are very high. I feel there should be less testing and more project-based learning.
- Teachers are doing a good job at offering many learning strategies to meet the needs of different types of learners.
- I think if a child is achieving in this environment it has a lot to do with extreme parent involvement. I don't think the school provides enough, even with Kiddo. It is a supplement to the schools that most other CA schools don't have. So because of Kiddo, the kids get a better shot at things, but it is clearly not because of the district on its own.
- I think there is WAY too much homework in 7th grade. My child is sitting across from me and is going into hour 3 of "work to prepare you for the next day" which is what my child's teachers are calling it so it's not homework. It's ridiculous. My high school student has less homework.
- The curriculum seems dated.
- Coming from the mid-west, we are very disappointed in academics in Mill Valley. Our children are a year ahead of the students in CA.
- This should be the school's top priority but it seems to have been sacrificed for other 'soft' objectives.
- What standardized tests? The one in May? That one does not concern me. What are "authentic performance assessments", like projects? How come there are not authentic projects or activities in all content areas to use? How do you collect scores/data over the long run (besides the test in May)?
- More prep time for teachers in order to plan for such high-level programs in their class. Less PD meetings!
- My wife and I very much appreciate that my child's school emphasizes mastery of content over endless and punishing drill. We remember endless repetition of math homework at that age. The school has moved past this dynamic. Our son shows a much greater level of math achievement in 5th grade than we ever would have been allowed. Kudos.
- Compared to other good public schools in country, our schools are not very rigorous with academics. The elementary school teacher has never once even mentioned his thoughts on the importance of the academics at his school.
- I do not see much evidence of regular assessments in each academic area. It seems to vary from teacher to teacher.
- No budget shown.

I am not sure of the programs in place for this.

#### **Action 4 - Differentiation**

- Please make this a forefront issue. Differentiation is key to address multiple learning styles and meeting students where they are at, while working on systems of improvement and thriving.
- Advanced and gifted learners would benefit from more opportunities to learn at their own levels.
- Very important to be able to track high achievers; the math program is an excellent example of this being successful.
- This is a great idea and can be very beneficial for achievers of all levels. I would love to see this actually come to fruition.
- See my comments on the previous question about adequate challenges for high achievers
- I feel the kindergarten teachers did a pretty good job with differentiation; however, I have not seen a whole lot of differentiation in 1st and 2nd grade (even with centers - a perfect place to do this - set up in the classrooms).
- See my answer too Action 3. Efforts are focused explosively on those students that fall behind, but nothing is done for advanced learners. They, too, have needs that should be met!
- What's important is not differentiation itself but rather how educators implement it. Will students of all levels and abilities receive comparable instruction time?
- It's tricky to do this and not make the child feel different. I think it is important to figure out how to main stream of learners without making them feel different than their peers
- I don't see too much of this going on in our kids' classes.
- There are no programs that adequately support gifted students.
- Failure to teach fundamentals, like phonics and "granny math" as the 4th grade teacher told our child, means our child's school isn't capable of finding different ways to accomplish "differentiation."
- Rather than thinking of groups that are left behind, we might think more about the individuals. It seems our district has the resources to do that as the number of students performing poorly is not big.
- There has been a decent investment in students that may be struggling, and the learning center has been one of the effective mechanisms for supporting them. However, there is no such recognition of advanced learners that may remain bored and not taught at their ability level in the current format.
- I don't think that differentiation is built in to the structure of the middle school day. Should build in a class period of academic support for Tier II students and all students that need time during the day to get homework / classwork done in a supportive environment. How do you provide extra time to students with 504 plans or student that simply need the extra time but don't have an IEP? How do you check if with the students that need reteaching, more time to finish a test? The solution: build in a class period daily for students to get help in anything that they need support with. Many private schools and the high school have an "advisory class" built into the week. Panther time once a week is not adequate for meeting the needs of the large group of students that need support. For students that don't need support and have a packed schedule after school due to the intensity of sports in our community, a period to get work done would support these kids as well and decrease stress on the home front.
- You need to know how to navigate this as a parent and advocate for yourself - some parents don't have the ability to do this and so it feels inequitable.
- There are no extra classes or advanced classes for overachievers or for students who need to be challenged.
- I don't know if teachers are getting as much realistic support as would be appropriate to make certain that they can differentiate effectively in their classrooms.
- My concern with differentiation would be holding back the high achievers to overcompensate for the slower learners. There also needs to be appropriate instructions and goals for the high achievers so they do not get bored.
- Class sizes are too big for teachers to successfully differentiate their teaching styles effectively.
- For teachers to be able to differentiate in elementary school, more aide time is needed. The schools used to have 3 hours of aid time in each class; now only K gets that!
- In a class of 27, my child reports doing the same work as all other students. If this district uses differentiation, why is that the case? What are the strategies used to implement differentiation? Are there small groups? Tiered assignments? Learning centers? It seems like there isn't any. I have no idea what the chosen recommended curriculum is for this district. What is the math curriculum(s) that is recommended to the teachers to use? Even if the teachers are allowed to use whatever they think is best, there must be a preference correct? Jo Boaler, Growth Mindset mathematics? Bridges in Mathematics? How can parents help their child if absolutely nothing is shown to us ahead of time. No textbook, no workbook, nothing. I have no idea at any given moment what my child is working on besides a one sentence overview in a weekly newsletter. This district has a great Science curriculum but nothing is

ever said about it. Not a word. Why? Not only that but without this information, parents are left to assume that this district is woefully behind others in math. I don't want to make my teacher take time out of her busy schedule to meet with me to answer the simple question of what is he working on in class and how is it being taught. But that is what I have to do.

- I think this is probably being done on the "needs help" end of the spectrum, but I don't see it much on the "needs more challenge" end of the spectrum.

- Not sure what this means... if it's labeling kids, then I don't like it or find it valuable in this day and age.

- Please note this is about my child's teacher and less about the district as I only have 1 kid in K.

- Differentiation should not come at the expense of allowing those students who are able to excel to reach their full potential. There needs to be challenging classes for the most capable students (as well as those who have learning challenges). The level of instruction should not be homogenized to the lowest common denominator.

Teaching to the lowest common denominator is a recipe for disaster as proven by the poor test scores across the board at the schools. Rewarding students based on Balanced Learner Profile rather than academic achievement proves that our school district has once again set the bar low. The majority of the students suffer from this academic model.

- The teachers do seem to care.

- From my perspective, there is a disparity between the CAASPP achievement of white students and students of color (especially African American students). I am interested in what steps MVSD is taking to collect the perspectives of these students in order to address their needs.

- My child is young for her classroom yet every day complains that she is not able to understand the mathematics instructions. She gets upset that she doesn't finish on time and complains that the teacher talks so fast she cannot understand what to do.

- The point is to differentiate and make sure the everyone's needs are met. Per my earlier comment it is clear that those who excel are expected to carry the load for those who don't and if they don't do this their grades will suffer as a result.

- I don't think this is done well by most teachers. I think that there is one way to do it and that is the expectation. I actually think it's a little embarrassing.

- We have needed additional help. Our child's core teacher has not been willing to help. She seems overwhelmed and not able to work outside standards.

- Advanced learners are told they will remain at their current level while others catch up. Mill Valley is extremely lacking in gifted and talented learning. I will be happy to share multiple examples of where my three children have been stifled by your system.

- Extra volunteers in the classroom in past years have been helpful for advanced kids and challenged kids to get personalization

- The district does not differentiate for advanced students leaving these students bored and frustrated in classes that move too slowly. Again, it appears all the resources are geared towards to trying to bring the underperformers to benchmark while the needs of the upper 20% are ignored.

- Differentiated instruction is a great idea that is hard to execute. Our children have both received reading support. As a result, our son is now an avid reader. Our child's school is doing a good job of providing support and reinforcement for those who do not fit into the standard mold.

- Closing the gap does not mean making the kids who are ahead wait or be held back until others catch up. But, that is how the teachers handle the gap in progress.

- This seems to vary from teacher to teacher. I do not see a lot of differentiation in the classrooms. It seems like most teachers teach the same thing to all levels.

- Name programs and costs of programs or PD cost and amount of PD devoted to this action.

## **Action 5 – Targeted Academic Achievement**

- These students are the invisible learners - education has to be designed for equity, inclusion and dignity for ALL students. Give a place for the disadvantage and minorities.
- Seems like it might reach a few kids who are truly, truly struggling, but nothing has been offered to my kid who is middling along slightly below grade level.
- MVSD is certainly spending enough in this area, but not sure of its success. There is a lack of training for Dyslexia intervention.
- My child's school is more interested in protecting liability and funding than it is in addressing foundations of learning such as phonics and "granny math."
- The RAMP program has been a help to us. Targeted intervention as needed makes sense and works for students across all categories.
- There has been a decent investment in students that may be struggling, and the learning center has been one of the effective mechanisms for supporting them.
- RAMP should be provided by a credentialed teacher that is paid well, so we don't have new RAMP teachers all of the time. They should also be using research-based programs. In the middle school, a period of academic support to help students with "all" academic needs should be offered as well. I'm not sure why you offer math and reading, but don't offer writing support. Writing is an area that students need support in at school.
- If early intervention is as important as studies have shown, they district needs to be realistic in supporting staff to make sure kids are getting intervention ASAP.
- More time would be great - more staff
- The schools don't have the staff to deal with the number of interventions needed.
- Not all schools have the same level of support. Some don't have support for math, only reading. Teachers in these positions are paid the same as a custodian, not the same as a highly trained teacher. We need these teachers to be credentialed, to be highly trained, to be getting paid what teachers are paid!
- RAMP program could use goal setting, structured reporting systems to parents and teachers, 6-week reports/benchmarks to track progress towards goals, etc.
- Excellent intervention teachers and resources but again such a lack of communication as to what a child is working on and how it is taught.
- I don't have enough info to judge this one.
- Our child's Resource teacher has been amazing!
- Not sure why you are only considering these children... ALL kids in need should be served
- The teachers need to do a better job of identifying which children need the intervention. This should not be driven from the parents; the parents should feel confident in supporting the teachers observations.
- Other students, besides English Learners, foster youth, and socio-economically disadvantaged students, need Targeted Academic Intervention. They also need periodic testing to see if the intervention is effective and to make adjustments if the results are not satisfactory. Do you plan to do this type of monitoring?
- This is a critical initiative, but not at the expense of more advanced learners.
- My child's school has an amazing ELL program!
- Once again, it seems that all the schools are interested in supporting failing students. What about the rest of our children? The goals of the school district are incredibly misguided. Why assume our children cannot learn by challenging them? The schools allow the use of "cheat" sheets on tests, group projects, and assigning no homework.
- I am not aware of the exact amount of support students in these situations receive, but I am confident the district is doing what it can to support them.
- My son has Dyslexia and had decent treatment at my child's school. You can definitely make it better. :)
- I have not had experience with this to date.
- Two of my children are gifted learners. I do 'mom-work' with my children every night to keep them challenged and to make sure they are meeting national targets.
- I'd be curious to see the money spent here vs. investment in the high performers. I'd guess it's at least 5x.
- Need more options for this- more ways and different types of help for anybody who wants or needs it.
- More RAMP time needed at each site but specifically in the K-3 grades!
- What are the costs of the salaries of teachers that target academic help? How many students are in this program and what is the cost?



## **Action 6 – Instructional Technology**

- District is very current in this area. Congratulations - Just maintain some of the traditional methods of research and investigative work to create a well-rounded inquiry approach
- I do not think that elementary or middle school students should be given iPads or computers
- The more I see technology the less I like it. Children need to be able to connect to each other. However, I am impressed with the way iPads allow our children to present their findings and work.
- In elementary school, we did not approve of the amount of time used for "math games" on the laptops. In middle school, the iPads seem to be integrated well without taking over in the classroom. We have strict limits on usage at home, but can see that it can be a distraction when being used for homework.
- Teaching technology must include instruction in the ethics of and healthful approaches to using technology. Technology, however, and its use, should not permeate all instruction, subjects, or school work. it is very important in this day and age
- I know my kids use iPads and the like, but not sure if it really benefits them.
- Applaud technology efforts. Has made a very positive impact for my kids.
- Students are surrounded by technology all day. Some of it is useful and inevitable in the classroom.
- There have been efforts by the district to advance instructional technology, including helping children to learn via iPads and similar devices.
- We want less tech, not more.
- They are using iPads to teach starting at a very young age... too young and too much time on iPads.
- I think we are relying too much on screens in the classroom.
- Too much use of tech in younger grades. Haven't you read the latest research that online use and screen time impedes brain development? Young children need hands on experience for brain development, not iPad use!
- I think kids get a lot of this at home, and it's probably not necessary until middle school.
- Well executed.
- I have been a supporter of Kahn Academy for over 14 years. Would love more of this in school or for home use to help parents/children.
- Making coding standard in the classroom would be nice!
- I am curious how new finds on the negative impact on technology in classrooms will be taken into review.
- The technology is constantly flawed and a huge distraction for students. Not only does the technology not work, on-line textbooks not accessible at times, uploading of assignments not work, etc., this does not teach our children any important skills necessary for academic achievement.
- There appears to be a good balance of tech in the middle school.
- Just copying what works in private schools
- Sometimes technology gets in the way of learning. Rely on it less.
- iPads at MVMS are a constant issue for my kids. They are not reliable, and the added heavy use of them is confusing. The subject matter of their courses is not challenging, but the iPad usage of google classroom and other apps are extremely challenging and causes a lot of homework stress, as well as assignments turned in late due to lack of technology knowledge on their part and the parents. Not a fan at all.
- Middle school should not use instructional technology. It is developmentally inappropriate.
- Its' nice that the kids have iPads but they are still lugging a massive amount of stuff in their backpacks to not sure what the iPads are really doing to make less of a physical burden on them especially since they don't have lockers.
- This is a good way to teach students and my son likes it. He told me that earlier in the year there were a few tech issues (and continue to be), but nothing you can fix.
- I'm very unhappy w/the level of technology used in the classroom...in my opinion, there is no substitute for a pen/pencil and paper for learning and building strong brain synapsis...more importantly. My kid feels overwhelmed w/the technology and often struggles to do the work not because he doesn't understand the work but has not been shown/doesn't understand how to use the program/app, etc.
- I am mainly familiar with the iPad.
- At best MV is at level with other schools across the country.
- Internet goes in and out. You're expecting teachers to do the updating of apps prior to their lessons and there just isn't time in the day to teach 20+ students and manage the technology. We need a technology teacher at each site and more Tech dept. staff!

- We have seen the use of technology in enhancing instruction, and we enthusiastically support this. Mill Valley public schools are moving in the right direction on this.
- The LCAP has no description of how tech is used thoughtfully. No data of how tech is used for low performing students. Why? What is appropriate tech use? Every classroom for every minute of every class? What is the cost?

## **Action 7 – Global Studies**

- All learning has to stem from a place of authentic universal values. Global learning spearheads the solutions to systems change that will benefit humanity at large. We not only want to learn what impacts us locally but how this impact spills over to the world at larger
- Haven't seen any in fourth grade.
- There is so much homogeneity in this area of the world and learning about the world beyond Southern Marin is crucial.
- Global Studies combined with a comprehensive curricula around U.S. history and imperialism will be most effective.
- Don't need to pay someone to make people have to do 'his lessons.' Trust that teachers can design within their own curriculum because they know best.
- Would like to see foreign language as a stand-alone option for 6th graders.
- Global Studies is important to developing a global perspective, which is a good thing, but what is "global mindedness?" How is it that the school thinks it can create "thriving global citizens" (as in the mission statement)? To me this language is not appropriate. Education should first teach students personal responsibility and to love their families, community, and country. The reality is that there are many countries on the globe with which we do not share the same values, and there is no such thing as a "global citizen." I would like to see this language changed.
- We are an increasingly globally interdependent world, particularly in this technologically advanced portion of the world. Any efforts to advance this type of learning is valuable.
- It would be great if all language classes got a trip - is not just the French students who got to enhance their learning by going to Quebec.
- For an elementary student, their "globe" is their classroom, school, and home. I think the district needs to focus on SEL at home before trying to think too much about the whole world.
- There are so many local needs, and climate actions, etc - at what point is it up to us parents to work on this with our kids? Not sure the school should be so focused on this - where does the time come from?
- Should be age appropriate...upper elementary and middle school. Let young children have their innocence.
- So important!
- Hoping this gets richer in older grades
- I would love to see IB in Mill Valley Schools!
- Schools are losing sight of the main reason our children are in school: To learn. Our children attend school to learn academics. The global studies comes later once students have a firm grasp on learning the basics: math, foreign language, social studies, language arts, and science. This is another "distraction" from the true goal of academic achievement.
- Has the district considered the International Baccalaureate program? That would be the logical next step.
- Great progress - please keep growing the program! Game changer for many students - and raises the bar of excellence for the schools!
- Maggie Front has been integral to this goal.
- I can't say I have seen anything from my child and the work they are doing that highlights global awareness the is relevant to today
- Important that my student is learning about the world to gain perspective.
- Are we doing this in all subjects? I only see it in some and by some teachers.
- I have heard Rod Septka speak and I think he has a lot to offer our teachers. However, I do not see enough evidence of global perspectives in the classroom. The immigration unit in second grade is very euro centric. The mission assignment in 4th grade at Old Mill is still too heavy on the Spanish perspective.
- Global Studies PD, cost of Global Studies teacher? Why are we not showing elementary global studies cost and listing names and locations of schools that have programs?
- Global Studies is important but feel that resources could be used for issues closer to home like volunteering and learning about issues in your own community

## **Action 8 – Parent and Family Engagement**

- The crux is to increment buy-in by parents who are just expectant of schools doing the heft of the instruction. We need to design a new set of transformative partnerships between educators and parents. It is imperative to find synergistic solutions where everyone becomes a stakeholder...
- Great work at the elementary school level; more difficult to accomplish at the middle and high school level.
- There could be more opportunities for parent engagement at the middle school level if they were better communicated to the parent population. The volunteer sign-up sheets during the first week of school are too open ended and not very effective. If the time commitment and expectations were very clearly outlined there would be more volunteers willing to sign up.
- Love all the apps for communication. Wish we had a one-on-one opportunity to meet with teachers.
- I think it's very important to keep the families involved to help integrate school and family for the students. Is there a program to provide outreach to parents of students who are not performing well? When parents participate, the students' chances of success must improve.
- Many opportunities for parent participation, particularly through 3rd grade.
- Feel welcome at my child's elementary school
- Communication is lacking. I have a hard time answering this survey, as I don't know what you are or aren't doing.
- I notice that some classes are less interested in parent involvement
- I love the options to help out and be hands on in the classroom, garden, art room, etc!
- At the elementary level, I felt that the engagement was too much. But I do like the parent ed nights offered at middle school
- Would love to have more opportunities for parents to teach their specialties to classes and bring real world knowledge and experience to the classroom.
- The level of involvement required at my child's school does not take into account working parents. Special assemblies held at 10:30 am are so hard. Can't these events take place right after drop off?
- The MV community is very engaged in the MVSD
- More evening events are needed for parents that can't get away during the day.
- Elementary schools have strong engagement.
- My child's school has a great parent community!!
- There is a huge lack of parent community at the schools, especially once our children reach middle school. Schools need to foster parental involvement.
- There are many opportunities for parent involvement. Thank you.
- This action can be very challenging due to many different families (broken / divorced, etc. poor communication between mothers and fathers).
- We want more teacher/parent engagement on the first day of school and during the first week of school. The first open house should be the first days of school.
- Too many emails. Too many events. This working mom can't keep up - I've just checked out entirely. Have fewer events, which might make it possible for me to choose one or two to attend.
- Elementary school does a good job of keeping parents engaged and informed. How can MVMS involve more parents?
- I know limited resources and time make it difficult for more one on one.
- The technology systems that deliver all communications seem all over the place. It would be great to have one easy place to go for information.
- I appreciate the level of parent communication but wish it was more streamlined.
- More activities to attend would be good, i.e. school sports.
- My child's school has extremely limited involvement. In Michigan, I was in the classroom weekly working on math or writing activities with gifted and below level learners.
- There is actually too much traffic from the school. We don't need an endless stream of communication from the teachers and the administration.
- I really appreciate all of the valuable communications on Parent Square from the district. Communication from teachers varies from teacher to teacher.
- Improve stakeholder engagement and education about the LCAP.
- The MV community is very engaged in the MVSD

### **Action 9 – English Language Development**

- In an era where information is deemed either alternative facts or fake news, it is critical to raise the bar on ELD to work through the noise and extract real and true content.
- My child has not required these services.
- I'd like to see more foreign language programs earlier. With small adjustments, the district could offer a more effective way of teaching youngsters and adding language into the day rather than as an extra-curricular program.
- Awesome!
- Learning the English language well is one of the primary functions of our school to me.
- Reading and English language have been important areas of focus by the district.
- All students should have a well-informed English.
- Seems like a huge focus on English learners. Too much maybe?
- Some schools have high numbers of ELL students and other don't. Why is this?
- I don't have enough info to make a judgment.
- My child doesn't require intervention at this point, so unsure.
- We need to prepare students for reading and writing assignments, such as reading classic novels and writing about them.
- My child's school has a great ELD teacher!
- Why are all these questions centered on focusing on the special needs, under-achievers, and English learners? What about academic achievement for all? Not just the few.
- My child is a fluent English speaker, so I am not knowledgeable about this program.
- I am not familiar with the ELD program.
- This is the first school district I've been in that doesn't have celebrate March is reading month, have 1.5 hours a day of writer's workshop and weekly spelling tests for grades 1-5. My younger children are further behind in ELA skills as they didn't have the rigor of other systems.
- Need more RAMP time to help with ESL students who don't qualify for ESL programs but are way below reading level and writing level thus leading to math issues too.
- Look at state testing.

## **Goal 2 Action 1 – Extensive Support for Staff**

- I decry a world that pays an athlete exorbitant sums of money and has teachers looking for a second job to make ends meet. Adequate compensation for educators is long overdue.
- The staff we have encountered during our 8 years in the district have all been outstanding with a couple of exceptions. Since most of them are still teaching, we assume that they are being well supported. They certainly deserve as much as possible and are the very best thing about the MV School District
- All staff should be highly compensated and cared for with full benefits including childcare.
- Need to pay teachers better. They deserve more overall compensation.
- I wish there was a way to share information about teacher concerns without feeling that your child will be penalized.
- Affordable housing for teachers! If we can figure out a way to make cost of living easier, we can attract a more diverse staff. Perhaps ask the parents if there are in-law units or housing options within their own home that they'd be willing to make available to teachers for a reasonable rent.
- Need to support supported appropriately.
- The quality of teachers at my child's school is an A- at worst. However, any initiatives to advance their skill sets are also valuable.
- Some teachers do not uphold the standards that the district would like to see.
- Teachers do not have the support they need.
- School Staff work very hard and are amazingly professional, but it also seems like they are often expected to do - - More work and have more school responsibilities than is reasonable.
- We should have the best student experience and the staff should be compensated and respected.
- Teachers should be among the most highly paid to stop them from leaving the district. Showcase innovators.
- Teachers should be paid more and have smaller class sizes.
- Too much money is being spent on professional development in a one size fits all model. You say you want innovation, yet the district forces teachers into a narrow PD focus.
- Need PD in differentiation
- Our teachers deserve the very best. They should be paid the top in the county to attract the best teachers. Staff children should be automatically allowed to attend school in the district.
- Pay in our district for teachers should be higher. I would pay a higher tax to accomplish this.
- Loss of many valued teachers in Mill Valley school district makes me question where the funds are going.
- This varies greatly from teacher to teacher.
- There seems to be a good array of staff at campus, with lots of parent support, but I do not know about salary levels.
- Doing very well with excellent compensation and extensive professional development. Areas of growth are with encouragement for innovation and providing relevant feedback.
- It took a long time to renew the contract with the district. We have seen our children's teachers take professional development during the school year, which impacted students. Teachers should be annually evaluated on their proficiency in teaching.
- I am not clear how often staff receive professional development and what kind. Are there consistent weekly/monthly opportunities for staff to collaborate on innovative teaching practices that will improve the schools for the long term? Or, just one-off experiences?
- I don't have a great inside knowledge on this aspect.
- The teachers should have highest pay in the country based on the taxes of this area. I would also like a method of giving feedback to teachers. There are no avenues for teachers to receive parent feedback and parents/students are the main stakeholders.
- There's no such thing as too much salary for teachers. Keep working towards excellent pay.
- I don't know enough about the particulars to comment in much detail, but do know that teachers in our school district have had to fight for adequate pay/benefits, were working without a contract, and many can't afford to live in the community.
- I am not familiar with staff support. Teachers always deserve to be well compensated. They have the ability to develop good citizens and leaders for the future.
- Our teachers in MV need to attend training to teach them how to educate different level learners vs meditation and social- emotional skills.

- Staff should engage in professional development outside regular school hours. The summer seems like a great time for these activities.
  - Some staff seem to get a lot of training and others do not. Some staff also want more. How do you support that request?
  - Give staff time to work on projects instead of meetings. That translates into support!
- Teacher quality is not consistent across the grades with some excellent teachers and some who need more support. More professional development in math and science.
- Need to have appropriate use of district funds.

## **Other Feedback**

- In a community driven by academic achievement center on competition and absurd high bars, I would like to see that we will instill our students the value of a culture of caring born from principled action and driven by equity and opportunity for all.
  - Advanced learners are not served well enough. We are leaving immense intellectual capital behind missing an opportunity to inspire these students and instill a lifelong passion for learning and innovation.
- The good news is the school district is performing above standards, and we are grateful for everyone's great work to make that happen! The bad news is that the Learner Profile needs reworking.
- Overall, with the exception of advanced learners, the district is doing a good job overall to teach our children.
  - Support principals and teachers.
  - Budget amounts per goal should be shared with the public.
  - I think my school's teachers and staff do a great job overall.
  - We appreciate your efforts to share this survey and engage the parents.
  - Provide support for the Middle School in particular. This is a critical time for kids, especially as it relates to emotional wellness.
  - Please be sure to support and strengthen advanced classes for those who are capable of taking them.
  - There is a lack of opportunity for students who are performing at grade level or above to advance and excel at their pace - all attention seems to be geared toward helping underperforming students (which is fantastic) but I would like to see a pathway for students hungry for more as well so that all children can reach their maximum potential.
  - I am concerned that, in the interest of supporting many of these important actions in the past few years, an emphasis on academic proficiency has waned, specifically in the language arts (spelling, reading, grammar).
  - A huge thanks to all on this committee!
- The LCAP focus needs to turn back to academic achievement.
- The district has a lot of talented teachers and administrators. I would like to see more focus on global studies and Spanish.
  - Hope we have the financial support to carry these goals and actions forward.
  - Concerned about lack of security
  - Add resources and programs for gifted children
  - I would like to receive specific examples of how the district is implementing each goal and action at each school.
  - I think that keeping the focus on academics, social emotional learning and global studies is enough. There are a lot of added things that are not necessary and take away from much more fundamental development appropriate learning.
- The LCAP should emphasize providing the opportunity for every student to grow academically, no matter where they are. The district should commit to meeting every student learning needs equally, rather the overemphasizing certain groups.
- I see lots of partial implementation and only in some subjects by some teachers. Everybody should be following the plan together.
  - I really think these are important goals but I do not see them in action in every classroom. There needs to be more communication to teachers and more support/professional development so that these goals can be reflected in all curriculum. It seems like we need a more consistent curriculum across the schools, higher standards for the students and teachers and a plan for teachers to get on board with these goals. Teachers need to see good models of that and practice with support.



### **In your opinion, are there other goals you think the district should focus on?**

- Raising the future principled leaders that operate from universal values of justice and dignity for themselves and all others.
- All good!
- Our children received very little grammar education in school; the pendulum has swung to critical thinking to the detriment of learning the rules of the road.
- Related to global studies, Spanish curriculum. In CA it is important that our kids learn Spanish. I appreciate being part of the pilot program for K/1st graders, and I hope that continues and they get to spend more time learning each week also.
- Education for parents and students on the use of technology and smart phones in elementary schools.
- I think handwriting should be a focus in the schools again, with less of an emphasis on iPads, etc. My 4th grader has horrible handwriting, and he's not alone. This skill seems to be missing from education.
- Phonics, grammar & math fundamentals
- Please do something about the Learner Profile. There is an opportunity here to create a really useful learning tool.
- There needs to be increased focus on advanced learners and allowing them to blossom. It seems that great time and effort goes into teaching all other children at their level. Let's not leave out advanced learners - allowing to remain bored from not being sufficiently challenged is a travesty. Let's commit to teach them at their ability level.
- Provide a safe environment that includes not letting strangers walk onto campus.
- The best interest of the kids.
- Life skills. Cooking, basic home repair skills, budgeting, time management, practical problem solving. There are no apps for that. We keep hearing that "grit" is an important character trait to develop, but really all our kids are being taught is how to study.
- Let teachers take the lead. Also, LCAP goals in this survey don't mention the arts at all.
- I'd like to see more options for kids who could use more challenge.
- Conserving resources. We should be making sure that we are working hard to reduce our carbon imprint and supporting our students in being community leaders in this endeavor.
- Try to keep politics out of the classroom.
- A more integrated curriculum across various subjects would be fantastic (e.g., Math & Music, Science & Art, History & Art, Language Arts & History, etc.). Overall, I feel like the district does a very good job.
- More outreach towards bullying, bring back the "If You Really Knew Me" workshops, etc.
- More consistency in teachers between grade levels needed at my child's school
- I would love to have the district engage in the IB program!
- Support leadership.
- Excellence in science and math is an area of growth.
- The primary goal of the district and its schools should be academic achievement and developing a passion for knowledge and inclusivity.
- With regard to differentiation, I worry there is not enough focus on tailoring lesson plans to the academically advanced students in each class.
- Focus on academics and challenging students
- I think you have plenty to focus on!
- Just keeping up with the successful private schools in the area the best you can.
- Security and safety.
- Parent & student ability to give feedback to teachers
- More science, please.
- The district absolutely needs to put more funding towards teachers' aides being in the classroom assisting teachers with small groups for children who are either below or above the median teaching that goes on. Often times, teachers cannot reach either of those groups because they simply cannot be doing 3 lessons at once: one for the median of the class, the above average, and the below average. Teachers need more help in the classroom. Day to day, not just an hour or so of correcting work or making copies.
- Diversity and inclusion.
- My son gets a lot of homework more than 70 minutes and this takes away from other activities and family time with him. Teachers by themselves don't give much homework but when they all give it, it adds up quickly.
- Prepare them for high school in math and science.

- Please focus on academics and differentiated learners.
- More consistency in teaching among the same grade teachers.
- We need more foreign language in elementary school.
- Mental health and racial bias training for administrators.