

DELAC LCAP Input Meeting - May 9, 2022
Written Responses to Questions/Comments

Question/Comment

Can the district have a math evaluation for students entering MS? Sometimes students end up in the wrong class and it's very difficult to move a student from a math class to another one. Sometimes the test doesn't reflect what the student really knows so he ends up in the wrong math class. They can be in a class that's too high or too low for them.

MVWSD uses multiple assessments to place students in math classes when they are entering middle school. For initial placement, the District uses the results of the students i-Ready math assessment taken in May and this year will also use the results of the CAASPP math assessment (state test). When students take the i-Ready test again in August, the school will review student scores and move students to a different math class if needed.

Question/Comment

What is the targeted student support funding?

The Targeted Student Support Program (TSSP) is money that the district allocates to school sites to use to support students who are identified as English Learners, Socio-Economically Disadvantaged or Foster Youth. Each school site in our District is unique and their students have different needs. All sites are annually allocated additional funding to provide site-based supplemental services and support for these groups of students. Additional funding allows sites to target these needs in a variety of ways including the hiring of additional certificated staff to provide before, during and after school intervention and purchasing supplemental programs to target specific gaps or skills.

Question/Comment

Do you assess the students with an IEP differently from the general education students?

When a student is referred for a special education assessment, the team gathers background information, as well as teacher/parent concerns in order to develop an assessment plan. Based on the assessment plan, the team uses a variety of standardized measures, as well as observation and classroom assessments to determine a student's needs. Standardized measures vary by the person administering them. For example, a special education teacher will use a standardized academic assessment that has been normed against a number of students at varying age levels. It allows the assessor to provide a standardized score to identify the level of need a student has. There are standardized measures used in speech therapy, occupational therapy, school psychology, etc.

Question/Comment

Regarding what Paula was talking about, the DO sent an email regarding the math placement. It said that the students will be placed according to the last math assessment. This email explains the different levels of math.

Yes, the District did send out an email to all 5th grade families explaining the math placement process.

[Here](#) is a link to the letter.

Question/Comment

What does addressing disproportionately mean?

At the end of the 2020-21 school year, MVWSD was identified as disproportionate in identifying Hispanic/Latino students as students with a disability; with an identification rate of 4.97 per the California Department of Education, which is 3.0 over the target identification rate. The District is partnering with Stanford's Center to Support Excellence in Teaching to develop and implement a plan for systematic improvement for Hispanic/Latino students. The plan will include professional learning, advisory panel discussions with experts in the field, and input from staff.

Question/Comment

How does the school address social-emotional needs? Are teachers informed? How do parents handle this?

Each school has identified strategies and methods of addressing social-emotional needs in their School Plan for Student Achievement. Every school has identified activities, approaches, and resources that address the needs of their students and families. Many of these activities include assemblies, teacher and staff professional development, student recognition and reinforcement of desired behaviors, and/or classroom climate activities or practices. Teachers are involved at the site level through Principal-directed professional development and supporting activities. Teachers, administrators, and staff are involved at the district level through committee participation.

Question/Comment

Does the school staff receive training to address social-emotional health?

In addition to professional development provided at the school site level as identified in each school's School Plan for Student Achievement, the District provides professional development to administrators, teachers, and staff.

Administrators, teachers, and staff receive training that teaches and rehearses skills to support and address student needs through Kognito, a digital simulation platform. Participants in this simulation training learn how to effectively interact with students who are experiencing emotional challenges in the classroom and on campus. Additionally, administrators, teachers, and staff receive training on prevention strategies and practices that they can utilize on a daily basis in the classroom and on campus to support student emotional needs.

Question/Comment

How many people will the school have to address the mental health issue? I would like to know that the schools hire some bilingual staff to help the students and to communicate with parents.

Every school has staff from the Community Health Awareness Council to support students. Each school also has a School and Community Engagement Facilitator to support families in connecting to outside resources. Graham and Crittenden have counselors and Castro School

has a Wellness Center which is staffed by a counselor. Additionally, the District continues to work on developing programs to support students through SP2027, specifically Goal 2. The District does its best to ensure that sites have bilingual staff although it is not always possible.

Also, I would like to see that the therapy sessions are not during school time. The counselors take the kids out of class and all the classes are important. It should be during lunchtime or after school.

Currently there is not enough time for students to be seen at lunchtime or even after school. Counselors and staff do their best to work with teachers to schedule at the most appropriate times, although sometimes this will be during instructional time.

Question/Comment

We don't have enough staff to help students. I had a meeting with the principal and the teacher, and my son has been on a wait list since February for CHAC. We should have more help in the schools for our kids.

In addition to CHAC, every family has access to behavioral or mental health care through their health insurance or the Santa Clara County Behavioral Health warm line at 1 (800) 704-0900.

The MVWSD Virtual Wellness Center also provides resources:

https://www.mvwsd.org/parents/virtual_wellness_center/mental_health Please reach out to the SCEF at your school should you need further assistance in accessing behavioral or mental health care.

Question/Comment

As parents, we want to take care and help our kids at home. Maybe the school can offer a class/program to the parents to help our kids at home.

In addition to our longstanding Parent University program which provides 10-12 district-wide parent education opportunities aimed at helping families to help their children at home, the District does have an initiative in the Strategic Plan that is dedicated to improving this support. This is Initiative 3c.3. Work on this initiative in 2021-22 has included interviews with stakeholder groups on the barriers that still exist for parents in an effort to remove or circumvent such barriers through improved programming. Work will continue on this during the 2022-23 school year. The District is also exploring partnering with the Foothill Family Engagement Institute to bring classes back to MVWSD parents in 2022-23.

Question/Comment

Suggestion regarding the SCEFs. It would be great if we can keep the SCEFs in the same schools. It's important not to change the SCEFs to another school. It takes a while for the SCEFs to create relationships with the families so they should stay in the same schools for a longer time.

The School and Community Engagement Facilitators (SCEF) are very hardworking and they create relationships with the families. However, things sometimes change. For example a staff member may request a move or someone may find another job leaving an opening at a site. The District works to match the staff member's skills and qualifications to the needs of the school

site and community which may result in a SCEF having to move. Staff will keep this concern in mind as they consider staffing in the upcoming school year.

Question/Comment

Middle School SCEFs have too much work and they don't have enough time to finish their work. They should have more support. Susie works really hard and she should have another person to help her.

Yes, School and Community Engagement Facilitators (SCEF) do work very hard. Each has the support of their school team as well as support from District staff. District staff can work with SCEFs to ensure they are able to complete their work. At this time the District does not have the budget to increase the number of SCEFs.

Question/Comment

Regarding Goal 2. I wonder if you are going to increase the number of the support staff at Graham.

Next year, Graham will have one additional Assistant Principal (for a total of two) and one additional counselor (for a total of 2) to better support students and families. They will continue to have a School and Community Engagement Facilitator (SCEF) and At Risk Supervisor.

Question/Comment

I agree with Karen regarding our SCEFs. We like our SCEFs and sometimes they have too much work. I want to personally thank Lissett. She is always there to help us and support the parents and the students. As a parent, I also want to thank the District.

Yes, School and Community Engagement Facilitators (SCEF) do work very hard. We are very lucky to have such a strong team of SCEFs in our District that are dedicated to supporting students and families.

Question/Comment

I would like to hire effective teachers in MS and be able to retain them. It has been hard for students to have multiple subs causing them to fall behind. Please focus on hiring teachers that will commit to long term teaching and retaining them.

Recruiting and retaining staff is a priority to the District. Each year, we begin the process of hiring teachers in March once our primary enrollment for new and returning students has been completed. A hiring team reviews resumes and interviews applicants, selecting teachers that will benefit our students. We begin each year fully staffed. Sometimes, during the year, staff members take personal or medical leave. In that case, we work to place long term substitutes in their classrooms until the teacher returns. Occasionally, a teacher will decide not to return and at that point, we would hire a full time teacher to take over that position. The District is taking actions over the next few years to continue to improve our recruitment and retention practices as a part of Strategic Plan 2027.

Question/Comment

It would be a good idea to have another person in the kinder classes to help the teachers. At

least for a couple of hours everyday. It would be fantastic help for the teachers.

MVWSD is always looking for ways to improve instruction for students. At this time, the only Kindergarten classes that will have additional support will be those at Castro Elementary School. Each Kindergarten class will have two instructional assistants to support the teacher with small group instruction at Castro.

Question/Comment

For families to access MVWSDConnect do they need a special device? Will it be provided to families?

In order to connect to the MVWSDConnect network you need a special LTE router and SIM card. For families that use the service the equipment will be provided by MVWSD.

If you are interested in using the MVWSDConnect network and don't currently have Internet access please contact mvwsdconnect@mvwsd.org. We are still in the process of building out the network so we may not currently have access at your address but have alternative Internet access methods that could be used until the network is expanded to that area.

Question/Comment

I have a question regarding the cleaning of the bathrooms. I feel that the bathrooms need to be clean. My son says that the bathroom is dirty. I am talking about the Middle school. Perhaps kids need a lesson on bathroom use cleanliness and for custodians to put more attention to the restrooms.

School cleanliness is also something that students indicated that needs improvement. Results of the District's LCAP survey showed that only 39% of students agreed that their school was clean. The District is making some changes with the custodians and cleaning schedules and will be working with principals to develop a plan for addressing this issue.

Question/Comment

What are flexible learning environments?

A flexible learning environment is when students can easily access curriculum and resources from home or other places. The goal of having flexible learning environments is so that students and families can access all the materials online in case a student is sick or needs to be away from school. Flexible learning environments can also mean what is available to students in the classroom to support their learning including what types of furniture and resources are available. The District wants to continue to improve the way it delivers instruction to students.