

**District Advisory Council - LCAP Input Meeting - May 24, 2022**  
**Written Responses to Questions/Comments**

**Question/Comment**

**I would like to hear more about the disproportionality program through Stanford for Castro.**

The District is partnering with the Center to Support Excellence in Teaching (CSET) from Stanford University 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. Currently MVWSD is identified as disproportionate in identifying Hispanic/Latino students as students with a disability; with an identification rate of 4.97 per CDE, which is 3.0 over the target identification rate. The CDE goal for the 2020-21 school year for MVWSD was 1.97 identification rate.

**Question/Comment**

**I was going to say that adding the instructional aides and the extra SCEF at Castro is a really great idea. They need additional support there.**

Yes, they do. We are doing this in conjunction with also adding a second At Risk Supervisor, and a second instructional coach as well as adding an additional School and Community Engagement Facilitator.

**Question/Comment**

**What is your definition of a flexible learning environment?**

Flexible learning environments address how physical space is used, how students are grouped during learning and how time is used throughout teaching. During the 2022-23 school year, the District will create a workgroup of stakeholders to research high-leverage opportunities for flexible learning that use the District's current curriculum.

**Question/Comment**

**Disproportionality: I am glad you are going to work with people to help figure out if it is a language or special education thing. I want us to be careful that we don't take things away from kids. I think that childhood trauma is something that is not often considered or looked at. Some students have traumatic experiences that are impacting their learning.**

Addressing the District's disproportionality for Hispanic/Latino students being over identified as having a learning disability is a priority for the District.

This school year all educators participated in the Kognito Trauma Informed Practices Simulation Training this year. This 30-45 minute role play simulation provides training and rehearsal to teachers on the following trauma informed skills:

- Recognize when a student's behavior might be the result of trauma or distress
- Lead conversations with a student about how they might be feeling
- Problem-solve ways that classrooms can become a more comfortable place for students who have experienced trauma

- Assess the need for referral, motivating students to seek help when needed
- Consider teachers' own need for self-care.

#### **Question/Comment**

**On the upper end, there are ways to make learning at a differentiated level: after school enrichment, in class challenge math packets, relatively easy ways to engage different aspects of their thinking. I think that is a need that is often overlooked.**

The District does provide funds to elementary sites for afterschool enrichment. The site with input from staff and the School Site Council has discretion on how they use this money. We did begin training teachers and coaches in differentiation strategies in August 2021. Sites will work to add actions in their site plans to provide for additional enrichment opportunities.

#### **Question/Comment**

**Is ELOP weaved into any of the metrics?**

No, the Expanded Learning Opportunities Program (ELO-P) is not included as a metric or action in the LCAP. The District is working on a plan. The final requirements for ELO-P are a part of the Governor's budget package and will not be finalized until the budget is passed in mid-June.

#### **Question/Comment**

**I'm looking at the goal around absenteeism, we just saw our numbers at our site and they are off the chart. How can we gauge that number in determining if we are reaching our goal?**

Similar to other districts across the state and nation, the pandemic has definitely affected our chronic absenteeism rates. It is difficult to compare to rates before the pandemic. We will have to use our rates as a baseline and work to reduce the rates over time.

#### **Question/Comment**

**Section on Health and Wellness: We focus on well being for students. What about for staff and teachers? Is there a metric for staff? Staff is overwhelmed. We are not going to get out of this pandemic situation for a while. I appreciate all the work that staff have put in over the last two years. I would appreciate looking at how to capture the staff data.**

While we don't have specific metrics to measure the well-being of staff, we do provide health and wellness professional development. This year we reviewed and practiced basic regulation and co-regulation skills that adults can use on their own or with students and guided staff through steps to build and maintain a self-care plan. In the 2022-2023 school year we will continue improving these skills. In 2022-2023, we can explore if there are ways to capture staff data in this area.

#### **Question/Comment**

**Parent communication: When we have board meetings, community check ins, and newsletters that go out, there are a lot of acronyms and terms that are used that are foreign to a lot of people. May there be a glossary or set of acronyms so that when you talk about it, people can follow?**

District acronyms are typically addressed in parent education programs offered through parent university at the beginning of the school year. However, we can consider the suggestion of posting a list of acronyms as an additional parent resource.

#### **Question/Comment**

**In terms of hiring process: I had an opportunity to participate in a hiring process in the past. It was not the most valuable experience, in my opinion. It felt like you just checked a box and said that you invited people to come. I didn't feel that there was much input. I would like to see more opportunities for parents and the community to give input in hiring quality staff for our schools.**

The District's hiring process for principals includes an opportunity for staff and parent input regarding the attributes they want to see in a new principal prior to screening or interviewing candidates. An invitation to a meeting to provide input on the attributes of the new principal is shared with staff and community. A google form link is also provided within the communication so that any member of the staff or community may provide input on the principal attributes throughout a frame of time.

Once the input is collected, the information is reviewed by a screening team who reviews applications and recommends applicants for interviews. The District Hiring Team conducts a first round of interviews and then invites qualified candidates for interview round 2 with parents and staff. Staff and parent interview panels conduct interviews and rank candidates. The school's interview team includes staff and parents from PTA, School Site Council and ELAC (English Language Advisory Committee).

The interview process is reviewed with the interview panel on the day of the interview. Information about the candidates, specific interview questions, and processes for providing input and rankings, as well as information about confidentiality are shared with the hiring team.

While this may feel limiting to some individuals who would like to ask different questions or change some of the procedures, it is a process that must be used to be consistent and fair to all candidates. The District is always reviewing and refining hiring processes and appreciates the input.

#### **Question/Comment**

**Regarding the survey that went to students grades 4 and up: Some of us found that it does not use common language, it is hard for students to answer. When creating surveys, it is important to think of questions from the perspective of the responder. The use of the language in the survey was not common terms that students are familiar with.**

Thank you for sharing this perspective. When we look to revise our survey in fall of 2022 we will make sure to review the language and terminology used in the student survey.

#### **Question/Comment**

**The district puts in so much work, but it needs to be communicated out. One way in addressing situations would be to send out information and give more lead time to provide valuable input. We**

**could put together a GoogleDoc question form. Like is done for the Board, for a period of time, people could ask questions and the questions could be answered ahead of the meeting.**

We will consider this recommendation about meeting materials and may be able to suggest this to school and district committees as a best practice, depending on deadlines and staff capacity.

#### **Question/Comment**

**I'm looking at differentiated academic learning. We try to bring those students who are below level up to grade level standard. Instead of putting kids who need enrichment on a chromebook, can we look at something engaged in their learning journey? I think we need to look at things more than just what is on the chromebook.**

The District does provide funds to elementary sites for afterschool enrichment. The site with input from staff and the School Site Council has discretion on how they use this money. We did begin training teachers and coaches in differentiation strategies in August 2021. Sites will work to add actions in their site plans to provide for additional enrichment opportunities.

#### **Question/Comment**

**I think it makes sense to get LCAP information in alignment with our own school site councils. It would be great to get input from our site councils to bring that back to this meeting.**

We try to have LCAP information completed by the end of April each year although sometimes this is not possible. We can do our best to have more information available for sites.

#### **Question/Comment**

**I appreciate having all of the dates being shared for future meetings for DAC. We would appreciate times as well.**

The District can look to add times as we finalize the SSC and DAC timeline.

#### **Question/Comment**

**When asking for input, having the information and dates provided earlier would be helpful.**

The District is working on a timeline for the 2022-23 school year for SSC and DAC information. It will be shared as soon as it is finalized.

#### **Question/Comment**

**The information in the slides was an overview, but the actual data and details are in the actual document, correct?**

Yes, this is correct. There is more information on the District's progress on metrics and actions in the LCAP document.

#### **Question/Comment**

**If we could see something in April before we meet in May, we could probably give better feedback.**

We try to have LCAP information completed by the end of April each year although sometimes this is not possible.

**Question/Comment**

**Is it possible that we actually have an overidentification of students in special education? Is the message really that some English Learners might be identified as having a disability when it may really be that they need support learning English? We need to put the resources in the right place.**

Yes, we have been found to be disproportionate in identifying Hispanic/Latino students as having a learning disability. We are working to develop processes and training to ensure that staff can identify if a student is needing more support in learning English or if they actually need to be assessed for a learning disability. The District is partnering with the Center to Support Excellence in Teaching (CSET) from Stanford University to address this issue.

**Question/Comment**

**On cleanliness, I noticed that there is cleaning twice a day. I wonder if there is a possibility to add more.**

We do have an action in the LCAP to address school cleanliness which focuses on the work and schedules of the custodians. The District has also begun conversations with site principals about ways to address the cleanliness and safety of their sites and specifically the bathrooms.

**Question/Comment**

**In looking at safety, I wonder if that is a COVID thing or a bullying thing. The intervention would be different depending on which one it is.**

Yes, this is the same question we had as we reviewed this data. We will need to dig deeper into this issue to get more information and identify possible solutions.

**Question/Comment**

**Cleanliness: I was struck by how the baseline was 41% during distance learning and the percentage went down. Principals are going to walk through bathrooms? Can you talk more about that plan? I do think having a safe bathroom is important in a safe learning environment.**

We do have an action in the LCAP to address school cleanliness which focuses on the work and schedules of the custodians. The District has also begun conversations with site principals about ways to address the cleanliness and safety of their sites and specifically the bathrooms.

**Question/Comment**

**I do want to say, tremendous work in looking at the detail, data, and actions.**

Thank you.

**Question/Comment**

**I am a big believer in culture and leading by example. No one responded to the emails that were sent about this meeting. I sense that there is so much work being done, but I think that there are some little things that are missed.**

Responses were sent, just not copied to all members of the DAC so it may have seemed that the emails did not receive a response.

### **Question/Comment**

**Tutoring program. Survey feedback was that people were not very satisfied with it. Is that correct?**

**What was the survey referring to when it went from 71% to 41% satisfied with tutoring? I wonder if as we look at the tutoring program, I wonder if there is something that could be more effective in teaching concepts. (Pg 24 of document)**

It is difficult to use this data to understand if parents are satisfied with the tutoring program. In the 2020-12 school year the tutoring program was not District wide, but instead usually site specific. In 2021-22 the District offered many more tutoring options to all students. We are currently surveying parents and staff regarding the 2021-22 tutoring program in an effort to gain further information on the strengths and and challenges of the programs. The information collected should help with identifying better ways of providing this service.

### **Question/Comment**

**Survey suggests ELL and SpEd needs are being satisfactorily met. The enrichment opportunities are not as high. Is there anything we are thinking about for opportunities on the enrichment side?**

The District does provide funds to elementary sites for afterschool enrichment. The site with input from staff and the School Site Council has discretion on how they use this money. We did begin training teachers and coaches in differentiation strategies in August 2021. Sites will work to add actions in their site plans to provide for additional enrichment opportunities.

### **Question/Comment**

**There are a lot of after school programs and activities that can come back on campus. Parents are no longer able to find those activities because they are not part of the school website. Is there a way to have a community page to allow people to look for community things not sponsored by the district?**

The district partners with a countywide nonprofit called Inplay.org. This is a service that aggregates all the local opportunities for students for after school and break activities. It includes offerings for low income and special ed students. Inplay.org is regularly promoted and linked to every school website. Activity and program providers are encouraged to list their programs with InPlay, the District is not able to vet and recommend independent programs via MVWSD newsletters and websites.