Stakeholder Input from LMSV Schools LCAP Meetings 2019

Members of the La Mesa-Spring Valley School District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC):

Thank you for participating in the 2018-19 stakeholder meetings. The goal of these meetings was to gather stakeholder input from parent representatives of our community into the 2019-20 Local Control Accountability Plan. (LCAP). Your review and feedback is an important part of the LCAP process and provides important information to further improve our actions and services. The responses to those questions and comments raised during those meetings are below.

District English Language Acquisition Committee (DELAC)

- **How is the LCAP related to what happens at each site?**
    - *The LCAP shapes the individual School Plan for Student Achievement (SPSAs) required by each school site. The alignment of these plans ensures a coordinated effort to meet the needs of students across the District.*

- **Has money been pulled back from school sites to support District initiatives?**
    - *Allocations to schools for their site based spending have been decreased as a result of the district's declining enrollment and corresponding reduced revenue. No monies pulled back are supporting district initiatives.*

- **Regarding LCAP Goal 2: How do you measure success for actions/services that don't have "hard data" like "positive behavior interventions"?**
    - *The actions and services of each goal are connected to metrics that are used to measure success. For something like "positive behavior interventions", we would look at the number of suspensions and/or referrals, including the number of students with repeated incidences, to determine if there was a decrease in the numbers since implementation of the interventions.*

- **How does the District determine what every school gets? What is the "base program"?**
    - *School site allocations are determined by using each school's enrollment and unduplicated pupil counts as a factor. Base program includes classrooms teachers including special education teachers and support staff, campus attendants, custodial and school office staff, and administration.*

- **Why aren't counselors and intervention teachers part of the "base program"?**
    - *Because each school site has differing needs, sites use their site funds to pay for additional support staff who will best meet their students' needs. Although we believe these positions to be important, state and federal funding doesn't allow us to staff every site with these positions.*

- **Regarding declining enrollment: What percentage of families are leaving LMSV and why?**
    - *We lost approximately 200 students last year compared with the year prior.*
    We attribute the loss to these factors:
    Decline in birthrate in San Diego *- Census data is showing historic lows in the birthrate starting in 2014 in California and San Diego. Experts believe people are waiting longer to have children, not having as many children or having any children at all.*
    Increase in cost of living *- Many of the families who left did so due to financial reasons. We are seeing moves to places like Phoenix, Riverside, San Antonio and Las Vegas where the cost of living is significantly cheaper.*
    Senior population in La Mesa *- The residents in La Mesa are by and large older. They aren't old enough to be at a senior home, but are typically retired and in good health, but not young enough with K-8 grade children. There is also limited real estate space and little new construction compared to places like Poway or Chula Vista.*
    Charter competition *- We have seen students and families leave to nearby charters with virtual and online learning programs. We also have a new building going up near CDO of a charter in a*

brand new facility. Parents who tend to leave for charters are typically looking for homeschool, blended learning and dual language programs.

- **What can be done for school sites that need Spanish speaking support for parents when there is no money to pay for an extra person?**
  - *The District employs a Parent/Community Liaison, Monica Macias, who can be accessed by all LMSV parents. The liaison works at the District Office and can be reached by calling 619-668-5700, ext. 6341. There are also dedicated translators at the district office who can provide support when needed. In addition, the District has contracts with outside agencies that allow translators to be deployed to school sites when needed. In emergencies, we would recommend Google Translate to help navigate the conversation.*

Suggestion: Consider using Facebook Live to engage more families in meetings.
Thank you for this idea. We will consider this in the future.

District Advisory Committee (DAC)

- **How can we leverage technology to support math instruction? How can we make math fun?**
  - *We continue to build capacity in our staff to effectively integrate technology into instruction. We also work to ensure our instruction is engaging and meaningful to students. Our professional learning this year intentionally focused on mathematics with lead teachers at every site.*
- **What does it mean when it says 40% of students are proficient in math?**
  - *All 3-8 grade students participate in State testing. Included in those assessments is Math. There are 4 performance levels (standard not met, standard nearly met, standard met, and standard exceeded). 40% of students who are proficient in math are students who met or exceeded standards.*
- **How are students' skill gaps addressed?**
  - *Students' skill gaps are addressed through site-based intervention based on the assessed need. First level is though classroom teachers and small-group instruction/intervention. Many sites redeploy students during a dedicated block of time during the day to achieve this. Students with more pervasive gaps or those students who did not respond to classroom intervention are usually seen by specialized support providers, such as site intervention teachers. Student progress is monitored.*
- **How do we help minorities to increase their academic achievement?**
  - *Sites monitor student achievement primarily at the individual level. Data is also tracked to determine group trends such as grade level, English Learner, Ethnic, Race and Socio-economic trends. The district strives to create programs and provide resources to sites and teachers to address the larger trends, such as Breakthrough English for English learners and additional professional development to assist teachers in meeting the needs of those students. Additionally trends in achievement are being addressed by targeting resources to the sites with the greatest need. Bancroft Elementary and now Rancho are participating in a state Equity Grant that is focusing on math achievement for African American students and English learners. The grant includes an audit of instructional practices, increased professional development and intensive work around the impact of systemic bias and racism in schools. Newly created state funds intended to address the academic needs of student groups that were not previously targeted in state funding for the unduplicated groups will also be used to support 7 additional sites. This includes African-American and Latino students who are not socio-economically disadvantaged or English learners.*
- **How are level increases achieved?**
  - *Supports are put in place to help our at-risk students increase their levels of achievement. Such supports include: Breakthrough English for our newcomer students in US schools for less than a year, Project LIFT, and targeted Professional Development for teachers.*
- **How can parents better support their child's education?**
  - *According to a research study by Ronald Ferguson, Harvard professor and director of Harvard's Achievement Gap Initiative, "Nearly half of a child's achievement in school can be accounted for by factors outside the school, including parent support." Consequently, the most important support any child can receive comes from the parents. This support ranges from being responsible for making sure that the child arrives at school well-rested, well-fed, and ready to learn, to setting high expectations for their child. The following are suggestions of how parents can support their child's education:*

- o *Attendance: Good school attendance is important to academic achievement. When students are absent from school they miss vital instruction. Parents have control over their child's attendance and this includes arriving on time to school, and not taking students out in the middle of the school day.*
  - o *Attitude: Parents need to display a positive attitude toward school in general. If parents have a positive attitude, the child will also have that positive attitude toward school. Parents must be careful in how they address school concerns in front of their child. If they display a negative attitude toward school, their child may adopt that as his/her own attitude toward school.*
  - o *Priority: Education must be given a top priority for it to come out on top. Therefore, parents must make education their first priority, above all other after school activities.*
  - o *Support: Children need their parent's help. When a child needs help on homework or other special projects, it is their parents that they turn to. Parents need to offer support and help their children. They may even need to find help outside of the home, a tutor, for example.*
  - o *Role Model: The parent needs to be a positive role model for the child in helping to shape the child's opinions and attitudes about learning.*
  - o *Get Involved: Research reveals that high self-esteem and student achievement are closely related to positive parental involvement in school. When parents get involved at school it can be a motivating factor to the child. It tells the child that the parents think that school is important.*
  - o *Communication: Parents need to keep in touch with their child's school and have a positive relationship with the teacher.*
  - o *Parents are encouraged to reach out to the school's principal to determine how best to support their child's education.*
- **Is there a connection between school climate and parent involvement rates?**
  - o *Parents' involvement as educators in the home, participants on school committees, and advocates for school reform both outside and within the system has been found to have positive impacts both individually, resulting in increased academic performance of the recipient daughter or son, and on the school community as a whole.*
- **Is there a better way to gauge effectiveness of communication between school and families?**
  - o *The District annually distributes a Parent/Family survey to assess home/school communication. In addition, individual school sites often conduct their own needs assessment to specifically address these areas.*
- **Is there an equity issue regarding parent involvement?**
  - o *The promotion of parental involvement to increase academic success raises issues of equity, since rates of parental involvement are significantly higher among middle- and upper-class parents than in low-income families. Researchers agree that rates of parental involvement are lower in low-income communities than in higher income schools. As a District, we work to find ways to engage our parent communities at all of our sites. We especially try to respond to parent interests and finding ways to meet their needs as expressed on our annual parent surveys.*
- **What metrics were/could be used regarding employee satisfaction?**
  - o *Employee satisfaction was determined by the results received from our employee culture-climate survey in which all employees were asked to rate their level of satisfaction on a 5-point scale in the following categories:*
    - *Relationships with peers*
    - *Relationships with organization*
    - *Personal role in organization*
    - *Relationship with supervisor*
    - *Meetings and decision-making*
- **How can we increase school to business partnerships?**
  - o *Public schools believe in the power of local community supporters to make a critical difference for each child. Principals and PTA Presidents seek community partners to support, volunteer, and participate in their local school's events. Please ask your school principal if there are specific needs or programs that would benefit from additional community support. Suggestions and fresh ideas are always welcome!*
- **Can we have more intervention teachers or student teachers to help increase academic excellence?**
  - o *This year 20 school sites used their site funds to hire intervention teachers. Due to state and federal funding, we are restricted on what we can afford at this time.*
- **Can students tutor others during ESS or as a "TA" to help increase academic achievement?**

- o *There are many opportunities for students to participate in peer-tutoring at ESS to assist in increasing academic achievement. Many of these opportunities are ongoing, and some vary by school year. Students in ESS will often work in groups with students in the same class and help one another in completing homework assignments. Each ESS program/site is at liberty and encouraged to incorporate peer tutoring/mentoring within their ESS program. Not only to assist with and increase academic achievement, but for the purposes of social and emotional growth as well.*
- **Can some elementary sites be rebranded (like the academies were) to get more parents interested in attending them? Will the District consider a "Sports Academy" that includes sports, health, nutrition, etc.?**
  - o *We are always looking for ways to generate interest in our schools. We currently have several schools engaged in this work now. We are considering other "academy" programs that will serve our students well. This suggestion will be considered.*
- **Can the District IT Department create a better app than Jupiter? Suggestion: Jupiter needs updating.**
  - o *Jupiter Grades, published and sold by Jupiter Ed in 2004, was first used in LMSVSD by teachers who personally purchased the online gradebook component. After a large number of teachers started using it, the district agreed to pay for it. Since that time, teachers have also used other Jupiter Ed features such as online assessments and the ability to send out emails and texts to parents. Like any other program, Jupiter Grades is limited in functionality and doesn't interface completely with other district programs that hold student information, report cards and assessment data. In education, there isn't one online system that "does it all, and the more sophisticated the system, the more costly it is to implement. While the IT department doesn't create the programs we use, they spend a lot of time and effort getting our disparate systems to "talk to each other" and maintaining the flow of data on a regular basis. LMSVSD will continue to work with teachers and the IT department in finding the best affordable solutions for communicating with parents about their students.*
- **What is the Technology device ratio for each grade level?**
  - o *The District Technology Standard for student devices is based upon the following student device ratios per class by grade level or content area: 1:1 in grades 3-8th and 1:4 in K-2nd. Student devices currently include iPads and Chromebooks that date back to 2013. The District Technology Standard for classroom projection systems is to score a four or five on the Annual District Survey of Classroom Technology Equipment. The survey criterion includes clarity, brightness, and size of image. In order to measure progress toward meeting this goal, we count the number of classrooms that meet the standard for devices and the number of classrooms that meet the standard for projection systems. In the 2018 – 2019 school year, the K – 6 classrooms that met the District Standard for up-to-date student devices increased from 64% of the classrooms to 94% of the classrooms. 7th and 8th grade core content classrooms (ELA, Math, History, Science, SAI) that met the standard for student device rations increased from 62% of the classrooms to 82% of the classrooms. The number of classrooms in K – 8 that met the standard for having a projection system scoring a four or five on the Annual District Survey of Classroom Technology Equipment increased from 68% to 83%.*
- **What is the replacement strategy for technology devices? Stop using local funds for IT/infrastructure. That should be funded from Maintenance budget.**
  - o *IT, infrastructure and Maintenance come from a variety of funding sources. The IT and Maintenance Departments are both funded through LCFF. This includes funds for staffing, equipment, and materials. The network infrastructure that provides Internet and the Wide Area Network is funded partially from the IT budget, while part of the cost comes from federal e-rate dollars for which the district qualifies. Classroom technology (student devices, classroom projection systems, and printers) are partially funded through LCFF funds that were previously at the school site, and have been centralized at the District in order to leverage the discounts that come with large equipment orders. Classroom technology which used to be an added "bonus", is now necessary basic equipment for students and teachers to access online curriculum, assessments, collaborative tools and other informational sources. Centralizing these LCFF funds has resulted in more standardized classroom technology across grade levels and schools.*
- **What other transportation options are there for parents (i.e: carpooling)?**
  - o *Walk, bike, carpool, and public transportation.*

- **Can the District do "meatless Mondays"?**
  - *We have tried Meatless Mondays and vegetarian only entrees on specific days in the past and the result was a significant amount of waste and parent calls asking where the beef/chicken entrees were and why were they taken off the menus.*
- **What is "Necessary" transportation?**
  - *Necessary transportation would be SPED. The factors in which we provide reg. ed. transportation includes safety issues (lack of safe sidewalks, major hills, major intersections/high traffic areas, unsafe neighborhoods, etc.). Most of our busing is for student in special education. If we have overflow students who must attend a school other than their school of residence, they receive transportation. The cost of transportation is very costly and so we have to evaluate the cost of more buses to the benefits of more people riding the bus. Please contact the LMSV Transportation Department for specific questions at 619.668.5767*
- **How can we improve the safety of picking up and dropping off students at the school sites?**
  - *Communication and staff support. Most of the principals do a great job of communicating with their parents on the rules of pick-up and drop-off through written reminders and automated calls. The most successful schools have numerous assigned staff members (classified and credentialed) at key locations before school and at dismissal directing parents and guiding students.*
- **How can we increase the "curb appeal" of the schools?**
  - *LMSV strives for all of its schools to feel welcoming to students and the community when they arrive on campus. Ensuring that landscaping is well-kept and maintained; and school entrances are neat and clean is an on-going priority.*

Suggestion: We should provide fresh, real meats for students.
We are looking into serving fresh chicken, however many hours of training will need to take place to confirm all employees understand proper safe handling techniques for raw beef/chicken. Since we cook and distribute food to 9 separate elementary sites, we will have to find compliant recipes that will allow the food to maintain its quality for many hours of transportation to sites.

Suggestion: More social media presentations should be done.
We will continue to increase the number of our "Spotlight" videos as we look for additional ways to expand our social media presence.

Suggestion: Continue and expand parent education about ADA
We will continue to provide information about ADA and the impact on our district budget at PTA, DAC, DELAC, and other stakeholder meetings.

Suggestion: Increase and be consistent through the year in the use of student leadership groups, mentors (student to student). Make sure ALL staff are implementing restorative practices. Use interns with teachers or peer mediators for better/more effective restorative practices.
We will seek to expand student leadership groups while increasing our implementation of restorative practices at all sites.

Suggestion: More incentives at school sites via PTA to help with attendance incentives with parents and students. Use "Mentor" parents to help parents of chronically tardy/absent students.
Reach out to district PTA for guidance to increase volunteering and help share/establish PTAs. Provide alternate opportunities to serve and support in schools.
We will share these ideas with our District PTA representatives.