



Members of the La Mesa-Spring Valley School District Parent Advisory Committee (DPAC) and District English Learner Advisory Committee (DELAC): Thank you for participating in the stakeholder meetings in April 2023.

The goal of these meetings was to gather stakeholder input from parent representatives of our community into the 2023-24 Local Control and Accountability Plan. (LCAP). Your review and feedback are important parts of the LCAP process and provide valuable information to further improve our actions and services. The responses to the questions and comments raised during those meetings are below.

## **District Parent Advisory Committee (DPAC) and District English Language Acquisition Committee (DELAC)**

### **How would another social worker at some schools help?**

*We are utilizing part of our mental health grant to provide an additional social worker or counselor to our middle schools and in two of our elementary school campuses. Our goal is to be able to provide foundational mental health support and services for students and families, as well as intervention and responsive support for students who have attendance or behavioral challenges. Statistically, we have more middle school students in need of ongoing support than elementary school students, so we know that providing additional staff at those schools will help meet this greater need. We have selected two targeted elementary school sites for additional support based on the increased need of their students and families. Those schools, Kempton Literacy Academy and Bancroft Elementary, have higher enrollment, higher levels of chronic absenteeism, and a higher percentage of students who are socio-economically disadvantaged. Additional staffing will help ensure that more students and families are able to be supported.*

**Does i-Ready measure how students will do on CAASPP? Do we want all students to be “green” at the end of the year? When you look at data, do you also look at it by teacher to learn which teachers can learn from others? What are we doing for students who are in the red?**

*i-Ready is strongly correlated to student success on CAASPP. We use it to monitor student progress toward grade level standard attainment through the year for the purpose of reteaching and support. School site teams are able to disaggregate their data by grade level and teacher, and use that data to learn from one another through our professional learning communities. We can monitor student growth data throughout the year, so while our goal is for all students to be on or above standard (green) by the end of the year, we can also monitor whether students are making adequate growth during the year. If a student is scoring two or more grade levels below standard (red), schools look individually at the student’s growth and individual needs and determine the best support plan for that student.*

**Can we have an annual refresher for parents on i-Ready? Is there an opportunity to give more timely, i-Ready data to parents? That way areas of improvement can be monitored/reinforced at home. Can the personal pathway be made accessible at home?**

*We have a couple of places where parents/guardians can go for more information and resources on i-Ready. If parents/guardians have more questions, we recommend they contact the IDS teacher or their student's teacher. Family reports are sent home when most students have completed the test. Parents should receive these reports 3x/year. The personalized instructional pathway is completed in school because it must be monitored by the teacher. Using the pathway more does not mean more growth. Data from i-Ready shows that students make the most progress when using the program 30-49 minutes a week per subject. There is no data to support using it more frequently than that.*

<https://www.lmsvschools.org/i-ready-family-resources/>

<https://i-readycentral.com/familycenter/> (Available in multiple languages)

**ELOP and IDS teachers are great but what is the plan when the grant ends?**

*The ELOP intervention teachers and IDS teacher coaches were both created with the knowledge that they are funded with one-time/short-term money. The intent for each is to create a lasting impact that can carry on impacting students after the funding is exhausted.*

*ELOP: Intervention teachers are working to address the specific reading deficits that we believe resulted from the disrupted learning of the pandemic. In order to build sustainability, we are also training teachers on the structured literacy program that we are using for intervention, so that it can be utilized as a supplemental program for initial, Tier I instruction. Our goal is to close the gap with intervention teachers for those students most impacted by the pandemic, and at the same time improve and target literacy instruction at the primary grades so that fewer students will experience the learning gap moving forward.*

*IDS Teachers: Our IDS teachers have been instrumental in both the implementation of the data culture and utilization of i-Ready, and the implementation of the Framework for Powerful Learning. As coaches, they come alongside teachers and teacher teams to set learning goals and improve Tier I instruction in classrooms. IDS teachers are helping teachers build routines, structures, and capacity so that the impact is left when IDS teachers are no longer there.*