

**Written Responses to Questions/Comments from the District Advisory Committee
May 9, 2018**

Comment/Question

There are many actions for underperforming students, but a lack of programs identified for high achieving students. What is being done for them?

While Response to Instruction (RTI) does directly support the needs of our underperforming students, it is also designed to provide extra challenge and meet the needs of our highest performers by providing extension and enrichment. The new middle school schedule is also going to allow a greater number of high-achieving students to have more extension and enrichment opportunities through either Response to Instruction periods or additional electives. The professional development matrix for summer and 2018-19 contains a variety of offerings for teachers across content and non content areas. Almost all of the offerings include a component on how to differentiate content to meet the needs of both high-achieving and struggling students.

Comment/Question

It seems that there are less parents engaged in meaningful ways. How can we utilize the talents and experiences of more parents? Curriculum adoptions should include more parents early on.

The District is continually working to develop communication tools to help engage more parents both at sites and the District level. Utilizing Task Force groups is one way we are trying to do this. There are several task forces that will continue or be convened in 2018-19 that will include parents including:

- Dual Immersion
- Health and Wellness Committee
- Culturally Responsive Instruction
- Social Studies

The District will be asking for parent/community involved on curriculum task force groups. One thing to note is that these types of committees must be made up of a majority of teachers based on guidance from the state of California. Additionally, the District's new series, "Let's Talk" will include a video on parent engagement that will highlight the variety of ways they can get involved.

Comment/Question

In thinking about the Capstone Projects, what kind of support will be provided to teachers, particularly in Middle School to make sure students are making progress?

- a. **Could an elective class at the middle school be designed to spend half the year to complete the Capstone?**

b. Will the Capstones all be science focused or could they include options that allow students to follow their interests, provided they include a certain level of effort and rigor?

2018-19 will be the first year of the fifth-grade Capstone project. It will be voluntarily implemented at elementary schools with the plan to be fully utilized by all sites in the following year. Teachers have been given a guide to implementation at the elementary level which is very detailed and walks the teacher and students through the process. The planning and development of a capstone is a process that will go through revisions and changes as it is initially implemented. The fifth-grade capstone incorporates literacy skills such as research and writing as well as science. Planning for the eighth-grade capstone will begin in the 2018-19 school year, and we will share these ideas and concerns with the development team.

Comment/Question:

How can we work on the systemic issue of Special Education?

The District has added three actions in Goal 4 of the LCAP to begin to address concerns from staff and parents about Special Education resources, services and supports. These actions include:

- Providing a resource binder to families who have a child going through the Individualized Education Program (IEP) for the first time.
- Focus groups with staff and parents to solicit input and feedback
- Develop and implement a survey to parents after each IEP meeting to gather data on the process

The District has also added a video in the “Let’s Talk” series on Special Education resources and services.