

**Public Comments - LCAP Review Period - May 17-24, 2023**  
**Written Responses to Questions/Comments received via the Website or Email**

**Question/Comment**

**I wouldn't want this to take funding or focus away from the students who need it the most, but I was a little surprised to see little mention of students with disabilities (once) and no mention of enrichment opportunities for students who want to be challenged.**

**Response**

Enrichment is a part of Goal 1, Action 5: Response to Instruction. Students in elementary school are regrouped across grade levels at least two times per week to receive either intervention or enrichment. Students with Disabilities also benefit from RTI and a variety of other actions including but not limited to: Co-teaching - Goal 1, Action 15, Intensive Reading Instruction - Goal 1, Action 16, MTSS - Goal 1, Action 17, and the Early Literacy Team - Goal 1, Action 21.

**Question/Comment**

**Math differentiation at the elementary level might help keep all kids engaged. Any plans for RTI time to include Math?**

**Response**

Each site has the ability to determine the focus of RTI time for students. They utilize District and site data for this purpose.

**Question/Comment**

**We need to ensure academic progress for all students, both struggling and high achieving. The actions listed here target the most vulnerable students. I would like to see a goal around differentiation that provides enrichment to high achieving students and a goal of all students progressing at least one grade level each year.**

**Response**

The District does measure the percentage of students who made 1 year's growth in English Language Arts and math based on the results of i-Ready assessment. This is included in

the Goal 1 metric section of the LCAP, and sites can disaggregate that data for their school, grade levels and individual students. Enrichment is currently addressed in Goal 1, Action 5, Response to Instruction. Grade level teams should be regrouping students at least 2 times per week to address intervention and enrichment needs. Additionally, the District coaches and teachers were trained on differentiation strategies during the 2021-22 school year.

### **Question/Comment**

**While volunteering, I've sadly witnessed cheating in the upper elementary grades. Each kid having their own Chromebook can be a blessing and a curse. Besides teachers monitoring on Securely (sic), are there additional ways that Chromebooks can be locked down so only i-Ready can be running (can't open Chrome or calculator)?**

### **Response**

Securely Classroom allows teachers to monitor student screens and it also has the ability to lock down a Chromebook so that it can only access a specific number of sites. We used this feature during the pandemic when students were completing the test remotely. Our District plans to train staff members again on Securely functionality for use in the classrooms.

### **Question/Comment**

**I believe that if our district intends to empower all stakeholders, then they should not outsource teaching positions. The district cannot vouch for the quality of teachers hired from a for-profit contractor and cannot oversee their Professional Development.**

### **Response**

The District's intention is to always hire staff directly. Unfortunately, we have a lack of candidates applying for some positions. In these situations, the District has to contract with outside providers in order to meet the needs of students and provide required services.

### **Question/Comment**

**I wonder if the values given in the LCAP report on teacher turnover include teachers from Rhythm and Moves. I also wonder if the Rhythm and Move teachers are included in the "Percentage of Highly Qualified Teachers" calculations.**

### **Response**

These numbers do not include Rhythm and Moves teachers as they are contracted employees. Rhythm and Moves maintains this information.

### **Question/Comment**

**In terms of "cleanliness" I think there should also be a consideration for general maintenance. It seems that the lighting is not systematically inventoried for condition and working order. Many lights that are supposed to be on motion sensors do not respond appropriately and are left on all night when we have been told that they should be on timers.**

### **Response**

General maintenance is done daily in MVWSD. In regards to lighting, the District has had some supply chain issues to get replacement parts. Staff is now working with a lighting control company that is going over all the lighting controls at each site to fix any issues that we find. The District is also integrating all of our exterior lights to a central control system as opposed to mechanical clocks at each location. We also connected with a new company this year so we can purchase the lighting ballasts and parts and receive them in a timely fashion.

### **Question/Comment**

**I was reading through the LCAP plan and noticed a couple of the goals:**

***"3. Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders."***

***"4. Develop and Implement policies and practices to support and retain effective and engaged employees."***

**To me, school employees are a core stakeholder not just in our school, but in our community. When they build relationships with students, students feel more acknowledged and empowered as well.**

**Part of the measurement of these goals was staff turnover data and the percentage of "highly qualified" teachers. I wonder if contractors are included in these calculations. Using contractors instead of hiring full time teachers is a way of externalizing the costs of their services. In terms of elementary school Physical Education, contracting with a for profit company seems to have resulted in a high amount of yearly turnover, and in an inconsistency in quality of their work. The teachers often seem over extended.**

**Considering the district spent \$818,961 on Rhythm and Moves last year, and that the school sites spent at least (sic).**

**School sites spent about \$36,500 on contracting out to groups who teach games and sports for SEL. (\$7,000 bubb, \$6,000 Imai, \$16,000 Theuerkauf, \$4,400 Landels, \$3,000 Stevenson) And, at least last year, there was a fairly large budget for field days at many schools.**

**All of these needs would be met by having full time PE teachers at the elementary schools.**

**I also noticed in the LCAP report that the district maintains 8.6 FTE (8 1.0 FTE and 1 0.6 FTE) School and Community Engagement Facilitators at a cost of \$1,027,773.00.**

**Using this as a benchmark, it appears that the district could hire 7.2 full time PE teachers using the funds already being spent on PE contractors. This means that our current budget for PE would be able to be converted to a 0.80 FTE PE teacher for each site, or some sort of combination of full time teachers shared between sites.**

**I honestly believe that having full time, permanent PE teachers would help our district achieve our LCAP goals, while also providing lots of opportunities for positive experiences like field days.**

**Thank you for your consideration.**

### **Response**

Contractors are not included in the District's calculations for staff turnover or highly qualified teachers. The District has explored hiring Physical Education teachers for the elementary schools and opted not to due to staffing shortages, as well as cost. Physical Education teachers are very difficult to recruit and retain. The District estimates that there would be a need to hire 8-9 full-time teachers to provide Physical Education to all 9 elementary schools. This takes into account required preparation periods, breaks, lunch and travel time if teachers must share sites. If the District could hire all of these teachers the estimated cost for salaries and benefits would be between \$1,200,000 and \$1,350,000. Certificated teachers are paid on a different salary schedule than classified staff like School and Community Engagement Facilitators.

