

Joint PTA Advisory & DELAC Meeting
May 7, 2024
LCAP Feedback/Questions
Written Feedback

<p>Supporting English Learners and their families</p>	<p>At our school, we have the Everyone a Reader program. When families move here from another county, their children receive a referral to the Everyone a Reader program. When students do not know any English, how do we support them?</p> <p>Some of our schools have many students who enroll in school mid-year. These families are often new to the country. The PTA can take a role in providing students arriving mid-year students with support, including spirit wear, helping them to feel included in their new school, and supporting new students.</p> <p>There is a social-emotional component to kids leaving mid-year. Students make friends and then move away, and it is very hard for them to lose their new friends. We are wondering what role counselors, teachers, or the PTA can play.</p> <p>When there is a language barrier, it is hard to coordinate playdates, etc. We would like resources to help translate or communicate with new families or ESL kids and families so families can get together and feel included.</p> <p>Maybe there can be a meeting with teachers and ESL families (a second meeting other than back-to-school night) on how families can support their students.</p> <p>What supplemental support beyond Imagine Learning is there for students continuing to learn English after 2-3 years?</p> <p>All teachers are credentialed to teach students who are learning English, and small group instruction is just one way we support students new to the language. Tier 1 interventions and language instruction occur within the classroom, where we monitor students closely. If students need additional help, they receive Tier 2 support. For newcomers, we balance helping them acquire language skills, interact with peers, learn to read in English, and access grade-level content with scaffolded instruction, among other essential skills.</p> <p>We provide Imagine Learning as a supplemental instructional tool for students at the beginning levels of learning English. Once students have</p>
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	<p>reached the intermediate levels of learning English, students are able to shift to iReady, which continues to support vocabulary development and reading comprehension.</p> <p>We appreciate the willingness of our PTAs to help our newest families feel welcome to their new school. We also appreciate the social-emotional impact of having students move away mid-year. Many teachers plan activities to support students when they move to or from the classroom. Our counselors are another resource for providing additional ideas or activities to support students.</p> <p>One of our LCAP Actions is to update our handbook for families of students learning English. In it we will plan to provide a list of apps that can help with translation for families to use when planning activities outside the school day. In addition, we will work with our principals to identify and describe specific traditions at school sites so that parents can know what to expect and how best to support their children. We think this will be a format that will best serve our families due to the diversity of languages spoken at each school.</p>
Intervention	<p>Math support - when do students get help when needed?</p> <p>Reading interventionists—My daughter was in the program, which is great, but I didn't know what that program was or that she was in it. I would have liked to know more about it and when she "graduated" from it.</p> <p>Math Power Hour is great! I hope that stays - it is great.</p> <hr/> <p>We monitor student progress on an ongoing basis. Tier 1 intervention is provided in the classroom, often through small group instruction provided by the teacher. Students who need intervention aren't in groups forever. Teachers continually monitor student understanding and shift groups based on student understanding.</p> <p>Our district-supported Tier 2 intervention is provided to students who are significantly behind. We analyze assessment results at the beginning of the year and at mid-year to identify any students whose performance is very low, typically 2 or more years behind. We follow up with teachers to confirm the assessment data is reflective of student performance in the classroom. In addition, our intervention teachers administer assessments to help identify specific gaps to help inform the design of the intervention. In math, we provide support through push-in support in the classroom and, when necessary, through pull-out support. In reading, students are grouped according to need and are typically served through pull-out small groups. We ask that teachers inform parents when students are included in their 2</p>

	<p>interventions. We will review this protocol next year. When you have concerns, always have a conversation with your classroom teacher.</p> <p>Some of our schools have designed additional intervention programs supported through site funds. The Math Power Hour, held at Del Mar Hills, is an example of this type of intervention. These programs are often supported through School Plans for Student Achievement.</p>
Professional Learning	<p>Do teachers have professional learning in the classroom where they see kids in action?</p> <p>Our teachers often experience professional learning tied to the classroom student experience. Different formats are used. For example, teachers may plan a lesson together with the trainer. One of the teachers teaches the lesson, after which the group debriefs. Another approach is the Snapshot Protocol, where teachers visit classrooms together. They have a particular instructional method or approach for which they are looking for evidence. The group debriefs after the session and shares where they saw evidence of implementation and identify what next steps would help to refine practice.</p>
Technology	<p>BeeBots helps to start students learning coding. Del Mar Heights has this. Hills also has coding robots.</p> <p>We are fortunate all of our schools have tools to help students learn about coding. Implementation varies across the district, and our goal is to provide more consistency for students across all school sites.</p>
Diversity, Equity, and Inclusion	<p>Kids talk about this (<i>the work being done in connection to the district's Diversity, Equity, and Inclusion plan</i>) and including all students and we are very happy with the program.</p> <p>Del Mar Hills "Family" program has really helped with inclusion.</p> <p>Thank you for this feedback. We are proud of the work done as a result of the district's Diversity, Equity, and Inclusion plan. We value inter-age experiences for students to help build close-knit school communities.</p>
Surveys/ Parent Feedback	<p>Please expand on surveys under engagement and parent and student surveys - How are students surveyed?</p> <p>When I give this information at PTA Meetings and parents ask detailed questions, who do I refer these parents to?</p> <p>Our students are surveyed via three tools:</p> <p>SEL Web survey—Our K-6 students take this survey independently on a device. It assesses Social-Emotional skills and asks questions about their connection and sense of belonging at school. It also asks how they feel about</p>

	<p>their safety. Students take this survey twice each year, once at the beginning and again near the end. Results are used to determine district and site goals. Counselors also look at this information to help inform their focus areas for their school.</p> <p>Speak-Up Survey: Students in grades 3-6 are participating in this survey, which provides information related to their perspective on technology. Questions related to school connectedness are embedded into this survey. Teachers and parents are also asked to participate in this survey. Results from this survey help to inform site and district goals related to technology use as well as school connectedness.</p> <p>Focus Groups: Principals meet with small groups to ask specific questions about students' school experiences. These sessions are a great way to hear about learning, what students find enjoyable, and what they would like improved. Focus groups are grade-level specific, with small groups and the principal. Feedback is taken from a wide variety of students and used to enhance the school experience for students.</p> <p>Please refer parents with questions to the school principal, who can answer questions or refer the individual to a department at the district level.</p>
<p>Mathematics</p>	<p>Are there also programs that give children the opportunity to grow in mathematics when they are already meeting their grade level?</p> <p>I come from Israel and am impressed by the amount of thought that goes into the math program here. The teachers have a good read on how they are doing in math.</p> <p>Are math lessons loaded before the lesson happens in the classroom? Maybe topics can be front-loaded: shapes, geometry, etc...</p> <p>Parents learned math in a very different way and with no math books, I don't know how to help my child. My child was nervous to go back to school not knowing and not having finished their homework. Some home-to-school help for parents so they can step in to support their child when they are frustrated.</p> <p>Some teachers send home a newsletter on what was learned during the week.</p>

When we provide professional learning for our staff, they are equipped with strategies to enhance student learning and thinking by applying concepts to rich real-world applications. Students who demonstrate an understanding of these concepts receive differentiated support tailored to their needs. Our teachers strive to raise the rigor in their classrooms to meet the diverse needs of students, especially those who are skilled mathematicians. By analyzing student data and performance, we aim to support a wide range of academic needs, allowing students to delve deeply into their learning. We ensure access points for all students by deepening tasks to foster a comprehensive understanding.

Thank you for sharing your positive impressions of the math program provided to our students. We believe our students develop into strong mathematicians because of the skilled instruction our students experience. Our Smarter Balanced Assessment results confirm the positive effects of our instructional approach. Over 83% of our students met or exceeded standard expectations in 2023 compared to 37% at the state level. Over 61% were at the exceeded level compared to 17% at the state level.

Teachers do front-load students with language or terms used in instruction.

We understand that parents are likely not to have learned mathematics in a similar manner that our students are experiencing. We plan to hold parent evenings again next year and provide parents with strategies for helping at home.