

Richmond Elementary School

LCAP Survey #1 Results

April, 2021

Question Asked on Survey	Percentage Responses	Narrative Responses
<p>1. How well does Richmond meet the diverse instructional needs of students (State Priority 1)</p>	<p>Always/ Often: 53% Sometimes: 29.4 % Never/ Rarely: 29.4 %</p>	<p>More developed GATE program Increased communication from classrooms More classified staff More reading support More afterschool homework help. Reading specialist (two responses) More special education teachers More information on MAP Testing More information on how students' needs are being addressed Less screen time and more interactive learning Bring electives back. Assign activities/ lessons that are more target to student's levels All students do the same work. Help children who need more support. Use regular, formative assessment to determine which skills students and have not mastered in order to adjust instruction. Utilize instructional staff to provide instruction in small groups to better meet the needs of individual students. Provide opportunities every day for students to be challenged at their instructional level. Ensure that all instructional staff (teachers and instructional assistants) receive training and are equipped with strategies, skills, and resources needed to provide high-quality differentiated instruction. Provide a full-time guidance counselor. Provide students the support they need and push them to reach their full potential.</p>

<p>2. To what extent do Richmond’s teaches and staff engage in ongoing self-reflection, peer support, experimentation, and modification of instruction and management practices based on student performance data, students work, and both learning and social behaviors though professional learning time? (State Priority 1)</p>	<p>Monthly: 41.2% Twice per month: 11.8% Each week: 5.9% Twice per year: 41.2%</p>	<p>N/A</p>
<p>3. How effective are Richmond teachers meeting Common Core State Standards and meeting 21st Century skills for all students (State Priority 1)</p>	<p>Excellent/ Good: 76.5% Fair: 11.8% Poor/ Very Poor: 11.8%</p>	<p>More Response to Intervention (RTI) Reading specialist needed Tutoring after school. Less homework. Homework that is specific to students’ needs. More teacher engagement Involve parents more Bring electives back Provide on-going professional development to teachers and staff Provide a school-wide focus on teacher effectiveness and instruction A willingness among teachers/ staff to reflect upon their practices and make adjustments when it is in the best interests of students (even if it “always the way we’ve done it.”) Regular opportunities for teachers to collaborate with their peers, develop learning objectives, reflect on their practice as it relates to student process, then have time to plan and adjust instruction as needed on an ongoing basis. Move away from a “one size fits all” instructional approach.</p>

		<p>Science labs. More support for common core math homework.</p>
<p>4. To what extent extend does Richmond’s curricular resources meet or exceed the needs of our students? (State Priority 1)</p>	<p>Always/ Often: 81.3% Sometimes: 12/5% Rarely: 6.3% Never: 0%</p>	<p>More technical/ life skills elective options Offering dual credit course with community college Teaching Spanish 1 with Lassen High School Offer foreign language Provide a PE teacher Provide reading instructors More math books that provide instructional examples for homework help. Offer after school programs Involve parents in the classroom Less screen time on computer and more interactive lessons with teachers The State is pushing curriculum that is confusing, political, and too focused on non-essentials Bring back electives – more art and music Establish clearly identified learning objectives that guide decisions about curricular resources for instruction at a child’s level Use a variety of instructional strategies to keep learning exciting and engaging Fewer coloring pages Bring back electives Add a music program</p>
<p>5. To what extent do you see teachers drawing from a broad repertoire of instructional strategies to address students multiple learning styles and allocate time and resources to engage students? (State Priority 1)</p>	<p>Always/ Often: 58.9% Sometimes: 23.5% Rarely: 17.6% Never: 0%</p>	<p>Field-Trip opportunities to connect curriculum to grade-level standards. More professional development to implement strategies. It depends on the teacher. Each teacher is different. Earlier notification when students struggle More interactive lessons Stop approaching learning as a one-size fits all approach. More differentiation Meet multiple learning styles throughout the day Increase hands on projects Integrate art and music throughout the day Less textbook and worksheet work Provide teachers with more prep time</p>

<p>6. To what extent do you feel Richmond has allocated its fiscal resources to support student learning and thriving? (State Priority 1)</p>	<p>Always/ Often: 52.9% Sometimes: 47.1 Rarely: 0% Never: 0%</p>	<p>Spend the District's high reserve on bringing students more opportunities: field trips, guest speakers, facilities and enhanced curriculum. Put money into student learning. Richmond should supply their students with supplies Teachers should have a higher classroom budget. Classified/ Aide support After school homework help. Set aside funds for extra staging/ tools to help those who have fallen behind. Funding for specialized instructors in reading and math Offer more engagement with home and school connections Bring back a reading resource teacher for students struggling in reading Build new and modern building and improve aging facilities. Eliminate portable buildings. Hire more aides for the classroom. Build a science lab Use the gym to its full potential Don't have teachers use their own money for supplies Take care of teachers' needs</p>
<p>7. How would you evaluate Richmond's assessment practices? (State Priority 2)</p>	<p>Excellent/ Good: 76% Fair: 23.5% Poor: 0% Very Poor: 0%</p>	<p>Continue MAP testing Increase teacher/ parent discussion about MAP results Increase parent involvement opportunities. Increase family nights at school. Provide MAP testing and State testing results training to parents Show student individual results compared to whole-class More testing to build a deeper understanding of student progress and needs More training for parents how to interpret MAP Data More parent access to scores/ progress Increased communication There is too much assessment. Use formative assessment to guide instruction to better meet students' needs, not just at trimesters. Provide parents with a comprehensive MAP assessment report to help them understand scores. Have a clearly defined purpose for why assessment are given and how the results will be used. Trimester report cards and communication with parents can be improved upon. Help students understand the purpose of these assessments Help students with text anxiety</p>

		I want to see my child improve as a result of these assessments.
8. How well is Richmond engaging parents in systemic, integrated, and sustained ways?	Excellent/ Good: 58.8% Fair: 35.3% Poor: 5.9%	More family event nights (family game night, movie night in the gym) Offer parenting courses Allow parents back into the classroom More activities for families Continue to update website and Rebels Report Include parents in strategic planning Include families more
9. To what extent are Richmond Students engaged in learning? (State Priority 5)	Always/ Often: 88.2% Sometimes: 29.4% Rarely: 0% Never: 0%	More outdoor learning Take ownership of their behavior and collaborating to implement guidelines. The homework load is overwhelming. Homework should only be: Reading, Spelling, and Projects Bridge the gap between home and school Less screen time Avoid “busy work” and only send homework that reinforces classroom learning and is reasonable to accomplish. Focus on behavior and self-esteem awareness. Core instruction could be as engaging and fun as electives Less homework
10. To what extent to you feel we are meeting the culture and climate needs of Richmond? (State Priority 6)	Always/ Often: 58.8% Sometimes: 35.3% Rarely: 5.9% Never: 0%	Focus on character-building Create more activities across grade levels (older students teaching younger ones) Sports and sporting events. Family nights, science nights, cultural nights, etc. No parent aides in classrooms with their children. No unnecessary homework. Encourage students to be kind to each other. Build healthy relationships with students Consistent discipline policies Ensure students know the rules Implement social-emotional skills with primary students Teach students specific skills/ procedures (how to be kind; how to be a good friend; how to ask someone to stop doing something)

<p>11. To what extent is Richmond effective at offering visual and performing arts, applied arts, general business, and/ or career technical education? (State Priority 7)</p>	<p>Excellent/ Good: 35.3% Fair: 35.3% Poor: 11.8% Very Poor: 17.6%</p>	<p>Offer life skills (budgeting, balancing a checkbook, cooking with basics, grocery shopping) Bring in music Add a PE teacher Add an art teacher Electives to match students' interests Return electives Music program, drama program, art program needed Less screen time and more interaction with teacher. Integrate more art, music and dance Add music classes</p>
<p>12. What are other areas Richmond should focus on improving through the LCAP process?</p>	<p>N/A</p>	<p>The drive though pick up doesn't move because one to two parents wait from 2:00-2:20. Make it a true Drive through lane. Homework is a waste of my time and my child's time; homework packets make them depressed and hate school. Students need to be reading, spelling, and special assignments. Get more special educators and reading help teachers. Students should practice cursive. Bring sports back. Bring electives back</p>