

Morgan Hill Unified School District

DELAC, Parent, and Community Feedback on the LCAP

June 13, 2024

Dear District English Learner Advisory Council Members, Parents, and Community Members,

Thank you for your partnership and thoughtful insight on how we can continue to identify actions and services supporting student achievement. Below, our team has provided a response that includes what we are doing to address your feedback and/or recommendations and where these can be found in the Local Control Accountability Plan (LCAP).

As a district, our focus continues to be on academic student achievement and outcomes via strong first-time instruction, reducing chronic absenteeism, improving student engagement, increasing meaningful parent engagement at school and district-offered workshops, increasing the number of students reclassifying, offering school-based mental health support, and increasing reading and math proficiency. The LCAP is designed with overarching goals that are centered on improving academic achievement in reading and math, social-emotional learning, mental health, and student enrichment programs, among other initiatives.

As always, we value your partnership and continue to invite you to provide valuable input and feedback. Join us at our school and district events as we work shoulder-to-shoulder in support of all students in our school district.

Sincerely,

Dr. Carmen García
Superintendent

Goal 1: Prepare all students for college, career, and civic life through equitable, high-quality, inclusive instruction

DELAC, Parent, and Community Feedback/Recommendations/Questions

- Can the district/schools promote more reading along with providing more reading support and prepare students for assessments?
- Is there academic counseling for students? Is there a way to motivate students to continue studying beyond high school
- Can you find ways to counsel high school students, and parents about different resources that are available to continue studying?
- Can schools expose students to careers that may interest them to motivate them to stay in school; get to know what a student is interested in studying (e.g. career inventory)? Can they give students more information about careers, and their future?
- Can the district expand transitional kindergarten offerings (all schools, if possible)?
- Can the district/schools provide more support programs for students including tutoring/studying; more in-class support for students? More opportunities to recover/earn credits; support students with that struggle academically?
- Can the schools provide opportunities for students to get to know their new school before the beginning of school? Motivate students with speakers from different careers, and professions, speaking about their choice on a career that they truly enjoy?
- Inclusion PD and Coaching - \$82,700.00 - what is it intended to be spent on?

Response:

- As addressed in LCAP Goal 1
 - The use of iReady Assessments (K-8 grades; with a pilot in grades 9-12) allows teachers, students, and parents to measure student progress and achievement in English and math. This also allows for more real-time feedback on instruction for our teachers to use day to day and in their PLTs, and provides students with the ability to continue to work on their areas of need based on personalized learning within the platform.
 - Academic Counseling at the middle and high school levels is essential to students' college and career readiness and academic success. Counselors inform students and parents of resources and financial aid, motivate students to continue their education, assist with credit recovery, and provide them with opportunities to explore different careers. Separate from the Academic Counselors is also the Boys & Girls Future Grads program that, in partnership with the school sites, supports students in grades 10 to 12th through high school into college all the way through college graduation.
 - The Career Technical Education (CTE) program is also supported with this goal as well as a partnership with Cal-SOAP and Equal Opportunity Schools that support training for staff to provide college readiness classes like Advanced Placement, Dual Enrollment, Honors coursework, and counseling for students to prepare them for the college application and scholarship process. In addition, we plan to continue to partner with Gavilan Community College to offer high school students the opportunity to take a college class at their high school, during the school day, and earn high school and college credit.
 - At the K-8 school level, every school site will have an Elementary Literacy Teacher on Special Assignment to support literacy instruction, provide instructional coaching, and lead site-level professional development to improve outcomes for all students with a particular focus on students identified as English Learners, Homeless Youth, Socioeconomically Disadvantaged, and Students with Disabilities.
 - For opportunities where students can get to know their school before the school year begins, 6th Grade Connection and 9th Grade Connection are supported with the LCAP. This allows students transitioning to their new middle and high schools to get to know the campus, staff, and programming to launch the school year successfully.
 - For professional development around Inclusion, this goal includes an action to support job-embedded and targeted professional development, planning, Universal Design for Learning (UDL), coaching, collaboration time for inclusive practices, and co-teaching to enhance student engagement and academic outcomes at three inclusion sites districtwide.
- As addressed in LCAP Goal 3
 - Elementary Wellness Counselors, focused on College and Career Readiness, continue to work on supporting students' college and career readiness and preparing them for middle school success and beyond.

Goal 2: Family and Community Engagement Goal: Promote family and community engagement and participation in the education process for all students. Foster a culture of inclusive family and community partnership that inspires all school community members to actively participate in and support student success, thereby creating a cohesive and supportive educational environment conducive to academic achievement, social-emotional growth, and lifelong learning.

DELAC, Parent, and Community Feedback/Recommendations/Questions

- Can the district/schools motivate parents to participate in ELAC meetings/other meetings with incentives including raffles, refreshments, additional reminders?
- Can there be additional help/support for community liaisons so they can focus on community work?
- Additional bilingual staff or bilingual community liaisons?
- Improve language communication with families? Events in different languages at all schools?
- Can the school/district provide access to a program(s) that can help more people in other languages; increased classes including good written translation services; more clear and concise (e.g. student grades, permission slips)? ✓ Can you have translators and provide earphones to parents to listen to the meeting at the same time in Spanish?
- Can you providing a support system for parents who do not speak English and Spanish?
- Within deas for classes can you include strategies and methods on helping to grow personal communication, new technologies? ✓
- Can the district/school improve resources offered to parents (e.g., Parent University, Mobile Dental Unit, FACE, promote resources for parents)? ✓✓✓
- Can FACE help to support/host events at schools such as public health, etc?
- Can the district provide more advertising of the FACE Center and its services?
- Can you consider offering courses/activities for children when parent classes are being held (e.g. music, language classes for children, art classes, tutorials)? ✓✓✓✓
- Can there be childcare options for parents to participate in parent education classes? ✓
- Parent/Guardian Education. \$44,500.00. Could we allocate these funds directly toward students? Perhaps we should explore utilizing in-house resources for parents' workshops.
- Additional resources for FACE to hold their events: extra hours for staff, professional. Is the efficacy of centralizing family engagement where family engagement happens most effectively at every school site?
- Can the district provide classes for parents on how to teach their children in reading, writing, and mathematics?

Responses:

- As written in LCAP Goal 2
 - A large focus of the district's work continues to be tied to Professional Learning Communities, and the Multi-Tiered System of Supports framework focused on enhanced academic instruction and curriculum, social-emotional supports, and behavior supports. As a result, we continue to provide staff with professional development around curriculum development that meets the needs of all students in order to reduce the number of students in need of intervention. Further, for those who continue to need intervention, staff receive professional development on additional strategies and structures to meet student needs.
 - Support for parent advisory committees such as DELAC and MPAC are outlined within the LCAP. Community Liaisons will have continued professional development to hone their communication skills, cultural competency, conflict resolution, and learn additional strategies for engaging families and the community to improve student outcomes. Additionally, the bilingual Family and Community Engagement Lead Position will allow for additional support for school-based Community Liaisons and

support family and community engagement work to impact student outcomes districtwide. This will play a pivotal role in organizing activities, fostering a welcoming environment, and tracking usage and demographic data to assess the impact of these programs on student achievement and family engagement.

- Communication systems and translation services will be provided for families in English and Spanish to increase their capacity to navigate the school system successfully and support a shared vision of student achievement.
- Parent education programs provide opportunities to increase parents' understanding of how to support students at home in academics, social-emotional learning, and college/career domains.
- The district's before- and after-school program, AMPLIFY, in partnership with community-based organizations, offers tutoring support at our K-8 school sites, several apartment complexes throughout the City, and El Toro Boys & Girls Center. High school and middle school students can access Cal-SOAP tutoring and teacher-run tutoring during tutorials and/or after school on their campuses.
- In response to the question about allocations of funds for parent/guardian education, research underscores the significant role of parent education in enhancing student achievement. Studies indicate that when districts invest in educating parents on effective involvement strategies and academics, there is a marked improvement in students' academic performance, behavior, and attitudes toward school. Educated parents are better equipped to support their children's learning at home, foster positive educational environments, and communicate more effectively with teachers. This collaborative effort not only boosts students' academic outcomes but also strengthens the school community, demonstrating that informed and engaged parents are pivotal to their children's educational success. The funds allow the district to provide a variety of workshops beyond the expert knowledge of district/school staff.
- Centralized initiatives around family and community engagement ensure consistency, equity, and resource optimization across all schools, providing a unified strategy to address diverse family needs comprehensively. Districtwide programs facilitate the sharing of best practices, enable staff professional development, and create a cohesive support network. This structured approach enhances the overall impact of family and community engagement at the school sites, leading to more sustained and scalable improvements in student achievement and well-being. Efforts hosted/run by the FACE center are geared toward boosting and enhancing the parent efforts happening at all school sites and are not meant to replace such efforts.

Goal 3: Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement

DELAC, Parent, and Community Feedback/Recommendations/Questions

- Can parents go to school to read stories to support these programs? ✓
- Can there be training information to be a volunteer? Can the programs be expanded and provide training to parents who participate?
- Can the school keep parents informed if our children are in counseling?
- Many parents do not know about services; is it possible to better explain to parents so that they take advantage of the resources including CARE and SLS? ✓✓✓

As written in LCAP Goal 2

- As noted in Goal 2, the district and schools will provide a variety of parent workshops on providing academic support at home for their child, including topics on reading, writing, math, college and career readiness, social-emotional learning, etc. The district continues to use Parent Square and other forms of communication to inform parents of how students can receive tutoring at school. As stated above, elementary and middle school students have access to tutoring via the Amplify Before and

Afterschool Program (YMCA, Boys and Girls Club, or Youth Alliance), at a number of apartment complexes throughout Morgan Hill, and the El Toro Boys & Girls Center. High school and middle school students can access Cal-SOAP tutoring and teacher-run tutoring during tutorials and/or after school on their high school campus.

- As noted in Goal 2, we will continue our partnerships with CAFE, PIQE, other local community-based organizations, and district staff to support parent and school engagement and leadership. Additionally, Parent University courses will continue on a variety of topics that parents have indicated are important in supporting their child(ren) at home.

As written in LCAP Goal 3

- District Climate and Culture surveys will provide staff with tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the school environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement. This will also help facilitate conversation with parents and can be included in parent education courses as well.
- The Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances between schools, community organizations, and mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring, family support, and community-based programs, to address the diverse needs of students to improve student outcomes
- In response to CARE and SLS services, these provide collaborative partnerships between schools and community-based organizations for comprehensive support and resources for students and families to address a wide range of needs; oftentimes, their scope of services is limited to certain student groups (e.g., CARE for Homeless and Foster Youth). We can certainly look at ways to enhance communication, ways to better spread the word about their work, and the resources that can be accessed by families.

Legend

✓ = indicates the number of times a question came up in discussion/feedback