

## DELAC Meeting Minutes

**January 16, 2020 2:30-3:30PM in Indian Creek ES**

**MLUSD Parents of EL students representing EL students on site SSC/ELACs**

2019-20 Indian Creek E.S. SSC/ELAC Members	2019-20 Herbert Green M.S. SSC/ELAC Members
Erica R. Anabel V.-C.	Maria P. Brenda G.

*District Assistant Principal, Joshua Saldate translated all content verbally.*

Welcome/Introductions

*Bienvenida/Indroducciones*

DELAC vs. ELAC

*Diferencias entre DELA e ELAC*

The differences were reviewed in Spanish. Anabel A.-C. has a child at both of our school sites.

Nominations of DELAC Members

*Nominacion de miembros de DELAC*

Anabel V.-C. was the only ELAC representative in attendance. Item is tabled to next meeting.

Establishment of LEA program, goals, and objectives for programs and services for ELs.

*Establecer un programa del distrito, metas y objetivos para programas y servicios para El.*

The District EL Program Goals were reviewed. Input was solicited.

Review and comment on the LEA's reclassification procedures.

*Revisar y comentar los procedimientos de reclasificación en LEA's.*

Anabel V.-C. stated it is good to have parents understand the process and also good for students to understand as well. When asked about celebrating students who have met the reclassification criteria to be recognized at a trimester award ceremony.

Review and comment on the written notifications required to be sent to parents and guardians.

*Revisar y comentar en las notificaciones escritas requeridas para ser enviadas a padres y guardianes.*

The Parent Engagement Policy was reviewed as were the comments provided by parents on the policy.

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2019-20 Indian Creek E.S. SSC/ELAC Members	2019-20 Herbert Green M.S. SSC/ELAC Members
Erica R. - absent Anabel V.-C. - present	Maria P. -absent Brenda G. -absent

*District Assistant Principal, Joshua Saldate translated all content verbally.*

Our Bilingual School Clerk, Ana Jones called all four ELAC parents listed above not fewer than 2 times to solicit their ability to attend this DELAC Meeting. The meeting time was determined based on the times site principals hold their SSC/ELAC meetings. This DELAC Meeting location was changed to Indian Creek E.S. when we learned it was scheduled on the same day as the SSC/ELAC meeting for Indian Creek E.S.

We are committed to establishing a functioning DELAC. Moving forward, in addition to the personal calls and outreach, we will piggy-back the DELAC meeting either before or after a site SSC/ELAC meeting held at the school site.

### Welcome/Introductions

#### *Bienvenida/Indroducciones*

Anabel V.-C. was the only ELAC representative in attendance. She is the parent of a student at Herbert Green Middle School and a student at Indian Creek Elementary School. She was elected to the Indian Creek E.S. ELAC, and she is able to provide input and perspectives for both of our school sites. Joshua Saldate is the District Assistant Principal. He serves as the AP for both Indian Creek ES and Herbert Green MS and can represent perspectives of staff at both school sites.

### DELAC vs. ELAC

#### *Diferencias entre DELA e ELAC*

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### Nominations of DELAC Members

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Anabel V.-C. stated it is good to have parents understand the process and also good for students to understand as well. When asked about celebrating students who have met the reclassification criteria to be recognized at a trimester award ceremony.

Review and comment on the written notifications required to be sent to parents and guardians.

*Revisar y comentar en las notificaciones escritas requeridas para ser enviadas a padres y guardianes.*

The Parent Engagement Policy was reviewed as were the comments provided by parents on the policy.

Questions or Other topics of interest

*Preguntas o Otros temas de interes*

Parent Survey Weeks Jan. 27-Feb. 7, 2020- Process was reviewed

Aeries Parent Portal for enrollment was discussed. Suggestions taken to make the process smoother for 2020-21

*Next Meeting Dates*

**March 18, 2020 2:30-3:30PM MERC Center – or Before or after HG or IC SSC/ELAC**

**April 29, 2020 4-5:30PM MERC Center**

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## Program Goals

- Develop each student's fluency in listening, speaking, reading, and writing English as quickly and efficiently as possible;
- Provide equal opportunity for academic achievement in all content areas by offering effectively implemented programs based on sound theory that result in students' achievement of state student content standards in the core curriculum;
- Provide a pathway for progress and reclassification of students;
- Promote positive self-concepts and cross-cultural understandings for all students;
- Encourage opportunities for parent engagement in order to facilitate successful student outcomes;
- Provide professional development to staff in the instructional and cross-cultural skills necessary to support the achievement of English Learners.

This Master Plan is revised periodically to reflect legal updates that impact the work that is done with students who are learning English along with developing skills that will lead them to a well-rounded education. It is meant to be a resource for stakeholders who may have interests in the programs and services provided to students, parents, and families so that they are familiar with processes and opportunities for successful student outcomes.

The **English Language Learner Master Plan** will address the following components:

- Recent State Level Changes
- Student Identification and Placement
- Assessment
- English Language Learners with Disabilities
- Program Opportunities for English Learners
- Parental Notification of Assessment Results
- Exceptions and Waivers
- Monitoring Progress
- Catch Up Plans
- Exiting students from English Language Programs and Services
- Communicating with and Engaging English Learner Parents or Guardians
- Staffing and Professional Development
- Program Funding

## STATE LEVEL CHANGES FOR ENGLISH LEARNER IDENTIFICATION

California updated the English Language Arts standards and the English Language Development standards to create alignment for teaching the rigorous standards while teaching students with English as their second language. The next progression was for the state to update the assessment to determine the level of English support students may need for success in the classroom. The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language

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MLUSD

## English Learner Reclassification Recommendation

Date: \_\_\_\_\_

School: \_\_\_\_\_

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Primary Language: \_\_\_\_\_

Teacher: \_\_\_\_\_

I recommend that the above named student be considered by the Language Appraisal Team (LAT) for Reclassification as Reclassified Fluent English Proficient (R-FEP);

Name: \_\_\_\_\_

Title: \_\_\_\_\_

***The following evidence shows that the student may be ready for reclassification. (The Student Profile Sheet is attached.) Check all that apply.***

\_\_\_\_\_ ELPAC Overall Proficiency Level is Early Advanced (4) or higher.

\_\_\_\_\_ ELPAC Skill Levels of Listening (L), Speaking (S), Reading (R), and Writing (W) are all at Intermediate (3) or higher.

\_\_\_\_\_ Smarter Balanced Assessment Consortium (SBAC) for English Language Arts (ELA) is at a minimum Nearly Met or higher.

\_\_\_\_\_ Writing Assessment (WA) scores are comparable to the expected criteria listed above, i.e. ELA scores are Nearly Met or higher and ELD scores are 4 or higher.

\_\_\_\_\_ Teacher recommends reclassification and has documentation of academic work/grades commensurate with the benchmarks listed above.

\_\_\_\_\_ Other (Specify) \_\_\_\_\_

\_\_\_\_\_ Parent Consultation \_\_\_\_\_

(Dates and kinds of contracts)

**Review Date Scheduled:** \_\_\_\_\_

**Date of LAT Notification:** \_\_\_\_\_

LAT Membership: Principal or Designee: \_\_\_\_\_

Teacher: \_\_\_\_\_

Parent or Guardian: \_\_\_\_\_

Student: \_\_\_\_\_

Other(s) (specify): \_\_\_\_\_

**The LAT reviewed the materials supporting the reclassification recommendation as scheduled. The LAT makes the following recommendations:**



## MOTHER LODE UNION SCHOOL DISTRICT

3783 Forni Road \* Placerville CA 95667 \* (530) 622-6464 \* Fax (530) 622-6163

Marcy M. Guthrie Ed.D., Superintendent

DELAC

*Indian Creek E.S.*

2:30-3:30 P.M. MERC Center

January 16, 2020

SIGN IN

Print Name & School Site Representative

Signature

Anabel V. (IC+HG)

Anabel V. C

Prisila (student e H6)

Prisila

Marcy Guthrie (superintendent)

M.

Joshua Saldate

Joshua Saldate

**PARENT INVOLVEMENT**

**District Strategies for Title I Schools**

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall, as required:

- a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the plan in accordance with the review schedule established by the Governing Board
- b. Invite input on the plan from other district committees and school site councils

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input
- d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
- e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
- f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans

**PARENT INVOLVEMENT (continue)**

2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which shall, as appropriate or required include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

(cf. 1700 - Relations Between Private Industry and the Schools)

The Superintendent or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the challenging state academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

- b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
- c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education

**PARENT INVOLVEMENT (continue)**

- c. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request
- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee shall, as appropriate or required:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a districtwide parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families

**PARENT INVOLVEMENT(continue)**

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

- j. Provide a master calendar of district activities and district meetings
- k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means
- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. 1230 - School-Connected Organizations)

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
- o. Provide ongoing district-level workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
- p. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of related activities
- q. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
- r. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

- s. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
- t. Provide information to schools about the indicators and assessment tools that will

be used to monitor progress

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**PARENT INVOLVEMENT(continue)**

3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee shall, as appropriate or required:

- a. Identify overlapping or similar program requirements

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

(cf. 5030 - Student Wellness)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6178 - Career Technical Education)

- b. Involve district and school site representatives from other programs to assist in identifying specific population needs

- c. Schedule joint meetings with representatives from related programs and share data and information across programs

- d. Develop a cohesive, coordinated plan focused on student needs and shared goals

4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)

- a. Barriers to participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background

- b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers

- c. Strategies to support successful school and family interactions

(cf. 0500 - Accountability)

**PARENT INVOLVEMENT(continue)**

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

The Superintendent or designee shall, as appropriate or required:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
  - b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
  - c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement
5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)
6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee shall, as appropriate or required:

- a. Include information about school activities in district communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's local control and accountability plan in accordance with 20 USC 6312 and shall be distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

**PARENT INVOLVEMENT(continue)**

(cf. 5145.6 - Parental Notifications)

**School-Level Policies for Title I Schools**

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school shall, as appropriate or required use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
  - a. Timely information about Title I programs
  - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

- c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians

**PARENT INVOLVEMENT(continue)**

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5113 - Absences and Excuses)

(cf. 6145 - Extracurricular/Cocurricular Activities)

(cf. 6154 - Homework/Makeup Work)

- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
  - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
  - (2) Frequent reports to parents/guardians on their children's progress
  - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
  - (4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand

**PARENT INVOLVEMENT(continue)**

7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the required activities described in item #2 in the section "District Strategies for Title I Schools" above
8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it shall, as appropriate or required amend that policy to meet the above requirements. (20 USC 6318)

Each school's parent/guardian and family engagement policy shall be made available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation shall, as appropriate or required be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

**District Strategies for Non-Title I Schools**

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee shall, as appropriate or required:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
- b. Provide information, in parent handbooks and through other appropriate means,

regarding academic expectations and resources to assist with the subject matter

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**PARENT INVOLVEMENT(continue)**

- c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they shall, as appropriate or required use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee shall, as appropriate or required:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
  - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
  - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee shall, as appropriate or required:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
- c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on district and school issues
- f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically

disadvantaged, are disabled, have limited English proficiency, have limited

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**PARENT INVOLVEMENT** (continue)

literacy, or are of any racial or ethnic minority background

- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care

- 4. Train teachers, support staff, and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)

The Superintendent or designee shall, as appropriate or required:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
- b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications

- 5. Integrate and coordinate parent/guardian and family engagement activities and programs the Local Control Accountability Plan as applicable, with other programs.

The Superintendent or designee shall, as required:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians and family members in school planning processes

Policy

adopted: October 23, 2019

Proposed Revisions to MLUSD Board-December 18, 2019

**MOTHER LODE UNION SCHOOL DISTRICT**

Placerville, California

Feedback Form for District and School Level Family Engagement Policies

The policy is wrong that states all parents get a conf. in the spring and low students in the fall - it needs to be switched.

District policy feedback-

1.1/ C) I think all 2<sup>nd</sup> <sup>grade</sup> students should be given a tablet/chrome book so that the parents can use it to clear their kids and kids can do HW on them. No more HW papers or parent papers.

School Policy feedback-

I think the parents should be given a copy of the IC Compact during / with report cards.

Feedback Form for District and School Level Family Engagement Policies

District policy feedback-

~~too long~~ I think the district one is written too long and complicated, I feel it needs to be shorter to the point.

School Policy feedback-

I think the Indian Creek school/staff responsibilities are worded great. Short and to the point.

Feedback Form for District and School Level Family Engagement Policies

District policy feedback-

The policy is very intimidating! Honestly I wouldn't read any of it after my first glance. The codes are over kill too. The way things are worded can make Comprehension difficult.

School Policy feedback-

I think it's well written. Short and to the point. Makes parents more likely to read and less intimidating. I find all of the school/staff responsibilities to already<sup>be</sup> held up to by staff at Indian Creek.

Feedback Form for District and School Level Family Engagement Policies

District policy feedback-

It would be great if Herbert Green could also be a Title 1 school. There is a big lack of communication to parents there.

\* Typo on last page (These is, should be these are)

School Policy feedback-

Everything looks great! I love the Monthly newsletters and other Communications between school and parents.

Feedback Form for District and School Level Family Engagement Policies

District policy feedback-

It all looks good!

School Policy feedback-

yes, it looks good to me!

thank you

Feedback Form for District and School Level Family Engagement Policies

Communication and notifications are great.  
I feel the opportunities for parents to volunteer and interact with school functions is great. Do we have ~~to~~ a "coffee day" with parents and principal?

District policy feedback-

I have no issue with the District policy.

School Policy feedback-

All policies are appropriate, except dress code could be more lenient. example spaghetti strap seems ok for elementary school.

Feedback Form for District and School Level Family Engagement Policies

District policy feedback-

Maybe produce a hand out for ~~#~~ parents on how to effectively help students with homework?

School Policy feedback-

I appreciate the schools enthusiastic attitude to engaging with parents and encouraging parents to volunteer in the school. I think that parents getting involved in their child's classroom is the best way to encourage greater academic achievements and Indian Creek go above and beyond to try and achieve that. I think the school and teachers do an amazing job of trying to help those students who are struggling, providing many, many opportunities for students to take advantage of extra help.

I would suggest making it better known that Indian Creek will in some cases sponsor finger printing for low income families to increase parental involvement. Perhaps have teachers suggest it directly at Back to School

Feedback Form for District and School Level Family Engagement Policies

NONE

District policy feedback-

NONE



School Policy feedback-

NONE

Feedback Form for District and School Level Family Engagement Policies

*no additional feedback*

District policy feedback-

*No additional feedback*

School Policy feedback-

*no additional feedback*