District English Learner Advisory Committee
2019-2020 DRAFT Local Control Accountability Plan
Superintendent Questions and Comments

1. How will the district specifically reduce combination classes?

   Schools are provided a staffing allotment based on 24 students to every teacher in grades TK – 3 and the 32.1 student enrollment averages in grades 4 – 8. Each start of the school year we review combination classes and work to eliminate them whenever possible. However, the annual elimination of all combination classrooms is not fiscally possible, at this time.

2. Are we prepared to address the continued increase of special day ELs? How is the district preparing teachers and bilingual assistants?

   Identification of students requiring special education services has risen among all populations of students, not just students who are also identified as English Learners. We have nearly 15% of our students receiving some level of special education intervention.

   Educational Services, including the English Learner Department and the Curriculum Department, annually identify professional development needs for teachers and bilingual assistants. One specific training we are most excited about is Guided Language Acquisition Design (GLAD) training. GLAD training provides instructional techniques for teaching English language development and literacy skills.

3. How do we reclassify and monitor special day ELs? Should we have a different process for them?

   Students with disabilities, including severe cognitive disabilities, are provided the same opportunities to be reclassified as fluent English proficient (RFEP) as students without disabilities. An English learner student's Individual Education Plan team can determine appropriate measures of English language proficiency and performance in basic skills

and minimum levels of proficiency on these measures that would be the same to an English proficient peer with similar disabilities.

In accordance with federal and state law, the local IEP team may address the individual needs of each English learner with a disability using multiple criteria along with the required four reclassification criteria set by the California State Department of Education (CDE). The four criteria are, 1) assessment of English Language proficiency, 2) teacher evaluation, 3) parent opinion, 4) comparison of student performance in basic skills. Each English learner that has an IEP is handled on a case by case basis. If the student is reclassified, he/she is monitored for four years to ensure they progress along with their peers.

4. Is there any money in the budget for foreign language study (first language) for ELs?

   The primary goal of English Learner program State funding is to provide English language acquisition skills. We do not currently have funding available for the development of first language acquisition.

5. With all the different apps and resources available to students, will bilingual assistants have access to and time to use those (RAZKids, Dreambox) ?

   Currently, bilingual assistants have access to Rosetta Stone and Imagine Learning Education (ILE). Both programs are intended to serve English Learners and staff has access to student reports for analyzing individual progress.

   The District utilizes several programs to support all students in grades K-8. The English Learner Department prioritizes which resources bilingual staff need to focus on to support students and determines how to balance the use of iPad applications and activities to promote language production without the use of technology.

6. Will bilingual assistants be given more hours to work with ELs? Or can the district hire a lot more bilingual assistants?

   The District currently employs 12 bilingual assistants. The number of hours and employees retained for English Learner support depends on the number of enrolled English Learners. At this time, we feel the number of hours and employees supporting the program is sufficient.

7. Can students go back to using textbooks/paper books at home instead of the iPad (unmonitored online game play, etc)?

   There should be a purpose for the use of any tool, textbooks, paper, or technology that supports learning. Sometimes, learning does look like game play but each teacher can monitor production of learning through the variety of applications we use on the iPad. Communication between the parent and the teacher is really important here. A parent can ask for support in understanding the purpose behind each task, especially if it looks like game play on the iPad.