

**Written Responses to Questions/Comments from the District English Learner
Advisory Committee**

May 13, 2019

Question/Comment: How do we know that a parent did not respond or fill out the survey twice?

We are not able to know if a parent did not respond or fill out the survey twice because we don't collect email address. A parent would have to take the survey a significant number of times to have any influence on the overall results, given that we had over 1,500 parent responses.

Question/Comment: Have you looked at other ways besides surveys for parents to give their input? Latino parents don't always fill out surveys

The District has tried a variety of methods including holding community meetings. The attendance at these meetings was very small and the survey has provided much more feedback over the past few years. The District is open to new ideas and would welcome suggestions from parents and community on how to get more input from parents.

Question/Comment: Do parents learn about LCAP at various meetings or only places like ELAC?

School sites present information about the LCAP to all stakeholder groups at schools including school site council, ELAC, and PTA. Some schools hold parent coffees to share the information. The District also shares information with the District Advisory Committee and District English Learner Advisory Committee as well as puts information in District and site newsletters and on the website.

Question/Comment: Is RTI an elective? Or does the school choose it for the student?

RTI classes are scheduled based on student academic need and interest. For example, if a student is struggling in English Language Arts or Math, the school will select an RTI intervention for the student based on his/her data. If a student is enrolled in an advanced math pathway, the additional period of math for the 8.1 or .2 course is the RTI

period. For students who do not need intervention or a double block of math, schools will utilize the student data to identify the best area for enrichment and couple that with the student choice in academic electives to best support the RTI elective.

Question/Comment: Were the written responses (themes from parent open responses) prioritized? Or randomly written?

The themes listed from the parent open responses were based on how many times the same or similar comments were made by parents. The themes listed were not prioritized on the slide and all were significant within the open responses.

Question/Comment: Can PTA pay for after-school academic tutoring programs?

Yes, PTA can pay for an after school academic tutoring program. The PTA should work with the site and a District representative to ensure that all policies and protocols are followed. Additionally, the site would need to provide a certificated staff member to oversee the program and be present when the tutoring was occurring.

Question/Comment: Will the new after-school program offer tutoring?

Right at School does offer time and support for students to complete homework.

Question/Comment: Huff used their money that was given after-school program, would Huff still lose the money that was given to them for the after-school program even though the other sites did not use their money?

Huff was able to use a small portion of their money and also used a variety of other resources for their after school programs. We will not allocate this money to any site next year and will allocate it to other programs.

Question/Comment: Graham parents request tutoring after-school and nobody communicated with them that there was after-school monies available that the school site did not use. Why were the parents not communicated with even after parents asked about it numerous times?

The Graham administrative team communicated with parents through ELAC and SSC meetings regarding a change in how they were doing after school tutorials. Funding was allocated for afterschool support through the site plan. One difficulty faced was finding teachers to work in the afternoons.

Question/Comment: Why was Graham’s tutoring center cancelled? And not communicated with the families. Three admin gave three different answers on why the program was not successful or brought back this year.

The Graham tutoring program that was running in 2017-18 was not reinstated in 2018-19 based on feedback from teachers and staff that it was not as effective as it could be. This year the Graham administrative team communicated with parents through ELAC and SSC meetings regarding a change in how they were doing after school tutorials. Funding was allocated for afterschool support though the site plan. One difficulty faced was finding teachers to work in the afternoons.

Question/Comment: With all of the changes of principals (last year) and facilitators, do you think that we are going to backslide in some of the progress that we have made? New people need to learn about the school.

The District does not anticipate a backslide in progress made. Despite changes in staffing core programming is in place, all students have access to response to instruction. The district has added electives and co-teaching at the middle schools and is working new learning center model for elementary schools. Next year there will be a focus on differentiation and rigor. The District is also working to communicate more effectively through school promotion videos and the Let’s Talk series on parent participation.

Question/Comment: With new facilitators being assigned to new school, the sites are going to have to learn to trust a new person. What steps are being taken for new facilitators to adjust to their new school sites? It takes families awhile to trust new people

Principals have been advised of the changes and are responsible for planning transition activities and opportunities for school communities to get to know newly assigned school and community engagement facilitators. Principals have been supported by the District Public Information Officer with messaging to share with school communities via newsletters, Principal's coffees, and other events. . At the remaining bi-monthly district facilitator meetings this year and during summer training, facilitators will have time to share with one another the history of work and community information for their sites.

Question/Comment: Because Castro has more money (title 1) and MI does not, can some of Mistral’s students attend BTB? Or how can Mistral receive funds for an after-school program similar to BTB?

Unfortunately, students from Mistral cannot attend the BTB program at Castro. BTB is funded through a state grant which has very specific regulations that the District must follow in order to keep the funding. Currently Mistral does not qualify for a BTB program or similar program because the school must have over 50% of students on free or reduced lunch. The other BTB programs across the District either meet this criteria or were grandfathered into the grant when the District first applied.