

**Written Responses to the Local Control Accountability Plan
Questions and Comments from the
District English Learner Advisory Committee
Monday, May 15, 2017**

Question: According to LCAP why do teachers think that students are not ready for high school? Question: Why do teachers feel our students are not ready?

In the LCAP survey, 52% of staff indicated that students were not ready for high school. This was a drop from 61% in the survey from 2015-16. We do not know yet why staff responded this way and do not want to speculate. We will have to investigate this further. Additionally, we will need to add the opportunity for staff to add comments to this question in future surveys.

Comment: Some students get to work with the teacher but not all after school. More teachers to support students and not only Beyond the Bell students.

Question: Why do only Beyond the Bell students have access to the teachers after school and not all students? Students who do are not in Beyond the Bell and need help need the support as well. Can it be open to all?

Beyond the Bell has very specific requirements for student enrollment since it is a state-funded program. Also, the program only gets funding for a small number of students at eligible school sites. The District's Strategic Plan calls for offering high-quality extended learning opportunities to all students. During 2017-18, the District will be developing a plan to add extended learning opportunities across all sites beginning in 2018-19.

Comment: We need an art program that is year round. We need to also have it available for others as well on different days.

Question: How do we provide art classes for more students?

Currently all students in grades TK-4 get art classes as part of the regular school day. Students in grade 5 choose between learning to play an instrument or taking art classes. Art is offered as an elective in middle school.

The District's Strategic Plan calls for offering high-quality extended learning opportunities to all students. During 2017-18, the District will be developing a plan to add extended learning opportunities across all sites beginning in 2018-19 and will consider access to additional art classes in our planning.

Comment: A tutorial center for K-2, 3-5 for students that need help.

Question: Can we offer a tutorial center for more students?

The District's Strategic Plan calls for offering high-quality extended learning opportunities to all students. During 2017-18, the District will be developing a plan to add extended learning opportunities across all sites beginning in 2018-19 and will consider access to tutorial centers in our planning.

While we do not have a tutorial center in place, the District's RTI (Response to Instruction) model that will be in place in all of our elementary schools beginning in 2017-18 will provide dedicated time for intervention or extension for all students to get the targeted support that they need.

Question: Why don't we retain students? Why are we promoting students when they are not ready?

The District does have a policy for retaining and promoting students. Students are retained but the percentage is very low. The District works hard to meet students' needs in the classroom setting and provides specialized support when needed. The research on retention is not perfectly clear, although many studies have shown that retention does not increase a student's chance of being successful. One study indicates that kids who repeat a year between kindergarten and fifth grade are 60 percent less likely to graduate high school than kids with similar backgrounds, and even 60 percent less likely to graduate high school than siblings in the same family.

Question: Why don't we have cameras in the buildings for the safety of our children?

The District has not fully researched adding cameras to buildings. What we do know is that cameras are expensive to install, maintain, and monitor, and there is no clarity on the true impact on safety.

Question: This year we have lots of programs (Castro and Mistral) for our students and parents, are we going to offer the same next year? (enrichment)

Comment: Mistral's PTA funds these programs.

Question: Can Castro sustain this support without Mistral's help?

The District will continue to provide enrichment funding to elementary schools. Schools will determine the programs that will be offered/continued next year. Castro also has Targeted Student Support Program funds and Turnaround funds to support the programs at their site. Programs funded through a site's PTA are at the discretion of the PTA.

Question: Will Castro's programs continue as well? (All after-school intervention for Castro not just enrichment)

Funding for Castro will continue in 2017-18 and no cuts are expected.

Castro has Targeted Student Support Program funds, Turnaround funds, and enrichment funding to support the programs at their site like after school intervention.

Question: Does our school district receive funding from tech companies?

The District does not get any consistent funding from technology companies. At times, some companies will make small donations to schools and/or the District, but this funding cannot be considered a regular source of revenue.

Question: Can we provide data from the school cleanliness report by site?

The District has data from the new maintenance request system, Service Now, which does track data on the different requests from schools and the time it takes for them to be resolved. We will review the process that is used for site walkthroughs and inspections by the District Maintenance Department.

In looking at the survey results about cleanliness for individual sites, 5 sites had a decreased rating, 1 site increased its rating, and 2 sites did not have data available.

Question: How are teachers evaluated (process) and why we are going to increase their salary?

Currently, the teacher evaluation process flows as follows:

1. Self-reflection on the California Standards for the Teaching Profession.
2. Set professional goals for the school year.

3. Meet with the evaluator (administrator) to discuss goals.
4. Set up time(s) for the administrator to observe lessons.
5. Pre-conference with evaluator about the upcoming observation.
6. Evaluator observes the lesson and take notes.
7. Post-conference between teacher and evaluator regarding the lesson.

At this point, there is a difference between non-permanent teachers and permanent teachers.

1. Non-permanent teachers must have at least 3 formal observations before February 1 of the school year.
 2. Permanent teachers are observed every other year, and during an evaluation year must have at least 1 formal observation.
- During the year, evaluators also make unannounced, informal visits to classrooms, and anything observed by the evaluator may be included in the Summary Evaluation (see below). The last step for all teachers being evaluated is a Summary Evaluation, which includes ratings (determined by the evaluator's observations, both formal and informal) on the California Standards for the Teaching Profession. This step includes a meeting with the evaluator.

Many of our certificated and classified employees belong to unions, and the District has collective bargaining agreements with them. Salaries are part of the negotiations process and are affected by factors such as market rate, cost of living, and what similar districts pay their employees. Each year, the District negotiates with each group to look at the agreements and to consider changing and adding any language in the contract, including compensation (salary and benefits).

Question: How does the evaluation process tie to how well students are doing?

Many of our certificated and classified employees belong to unions, and the District has collective bargaining agreements with them. Each year, the District negotiates with them to look at the agreements and to consider changing and adding any language in the contract, including compensation (salary and benefits). Using assessment of student work to guide instruction and to inform parents of progress is part of the expectations of the California Standards for the Teaching Profession. There is currently no clear correlation of student achievement with evaluation.

Question: What are the differences between the Sheltered Instructional Observation Protocol (SIOP) and Response to Instruction (RTI)?

Sheltered Instructional Observation Protocol (SIOP) is a framework of research-based teaching strategies to support language development. SIOP is not a curriculum, but rather helps English learners (and all students) to understand the content taught in classes. SIOP focuses on 8 Components and is delivered K-8 in all subjects in our school district beginning in the 2017-2018 school year. The eight components include Lesson Preparation, Interactions, Building Background, Practice and Application, Comprehensible Input, Lesson Delivery, Strategies, and Review and Assessment

RTI (Response to Instruction) is a model that provides dedicated time for students to receive targeted instruction in literacy. During an RTI rotation, students may receive intervention or extension based on their needs.

In short, SIOP is a set of teaching strategies used throughout the school day in all content areas to support English Learners (and all students) better understand the content being taught. RTI

provides time for students to get targeted instruction on skills where they may need extra support or extra challenge.

Question: In the student survey, what does it mean when students say they are safe? What do they mean?

When students say they feel safe it could be that they feel physically and/or emotionally safe at school. We do not have more specific information from students on this question.

Question: Why do students feel that they are ready to move on to high school but the teachers don't?

In the Stakeholder survey 52% of staff indicated that they felt students were on track for high school while 88% of students indicated they were on track for high school. We do not know why staff responded this way. We will have to investigate this further. Additionally, we will need to add the opportunity for staff to add comments to this question in future surveys.

Question: Do our custodians need extra help to maintain our schools cleaner? better benefits, higher salaries, etc.

The District Director of Facilities will perform walkthroughs at sites and monitor employee performance, take steps to ensure all staff are trained accordingly, ensure that sites are staffed appropriately, and monitor the cleanliness of our campuses.

Comment: Students are complaining that teachers don't take the time to go over material at their pace and don't have time to answer questions.

Question: Are our teachers not taking enough time to answer questions when students are struggling?

This concern is one that is better answered by school principals and teachers. The District will bring up the concern at an upcoming Instructional Leadership Team meeting with all site principals as a beginning step.

The RTI model at the elementary sites will provide dedicated time to support students who are struggling to get the targeted support that they need.

Question: What programs do we have for students that are no longer English Learners? Is there support for Reclassified (RFEP) students?

RFEP students are monitored for up to two years after reclassification. The monitoring process happens officially at six months, one year, and two years after the date of reclassification. Should a reclassified student show lack of progress or regression in performance, a student success plan is created at the site level by teachers, counselors, and principals and then shared with the parent for final approval. Success plans may include but are not limited to the following: before or after school support, in class supports, blended learning opportunities, and/or re-entry and participation in designated ELD instruction.

Question: What support do we offer for students who are almost ready to be reclassified?

English learner students who are not yet reclassified are provided designated and integrated ELD instruction focused on language parts and use related to select content during the school day. Long-term English learner students receive Lexia reading online program support and at the middle schools almost-ready English learner students engage with a successful curriculum

called English 3-D that is composed of writing journals, passage reading, and structured daily talk opportunities.

Comment: More support in reading is needed. Students do not want to be pulled out to receive intervention and miss instruction in other areas.

Question: Reading intervention to help our students who are not ready?

Our RTI (Response to Instruction) model that will be in place in all of our elementary schools beginning in 2017-18 provides dedicated time for intervention or extension for all students so they will not miss instruction to get the support that they need.

Comment: Castro has a lot to offer their families, but at Bubb and Huff schools this option is not available and there is a need to support low income families at the affluent family schools.

Question: How can non-Title I schools receive funding and support for turn around to host/have after school enrichment opportunities for Socio-Economically Disadvantaged families in a targeted way?

The District's Strategic Plan calls for offering high quality extended learning opportunities to all students. During 2017-18, the District will be developing a plan to add extended learning opportunities across all sites beginning in 2018-19.

Sites also have Targeted Student Support Program monies that can be used to provide enrichment opportunities to their socio-economically disadvantaged students.