

District English Language Advisory Committee

May 16, 2019

District office

Staff Present: Ani Silva, Leslie Ternullo

Parent Representatives Present: Perrine Adams (RD, MS) & Claudia Gutierrez (FG, HS)

Review Topics:

1. LCAP goals and actions for 2019-2020
  - a. Instructional leadership teams focus on teacher clarity and success criteria (focus of RFEP student success, Rubric scoring)
  - b. Read 180 offered at elementary and middle school
  - c. Intervention program at the elementary
  - d. ELD teacher for designated English language arts at both elementary schools
  - e. GLAD (Guided Language Acquisition Instruction) (two teachers from each site attended)
  - f. High School intervention section for ELA and Math (new)
  - g. Academic Intervention class at the Middle School (after school)
  - h. Parent Education Class at Forest Grove (did not come together this school year, bringing back next school year)
  - i. Freshman Academy at High School for all students (new)

Discussion Topics:

2. Other suggestions to support English learner students and parents

Continue monitoring RFEP students: parents need a clear understanding of what RFEP status means, RFEP students should still be receiving EL students information, just because a student has RFEP'ed does not mean that parents no longer need support or information. Needs to be clear to parents that RFEP means that students are still being monitored, and still have services and additional help available to them, and how to ask for it.

Should parents attend LRT days to gain a better perspective of their student's EL classification and or placement?

Continue to administer and review the EL parent surveys at the elementary level. After school tutoring both at school and home is beneficial for EL students. Parents need help too, difficult to help students with homework.

Parents need to continue to learn how to advocate for their students. How to be sure that teachers are aware of student's 504 accommodations for example. Take a team approach between parents and teachers. We have some gaps in communication

between the Middle School and High School counselors as there is currently only 1 Middle School counselor.

Need to continue to focus on academic vocabulary and literacy across subject areas. Lists with definitions of concepts across subject areas might be helpful (example: mathematical terminology). Language arts and acquisition can be taught through content in all subjects.

Because elementary ELD students are in pull out EL programs, they sometimes miss important content that is happening in the mainstream classroom and can fall behind. There needs to be a coordinated effort between the EL teacher and the classroom teacher. At the secondary level, afterschool EL tutoring precludes EL students from participating in other after school activities such as sports, or, their grades may not be high enough to qualify for athletics.

We were able to offer scholarships for the After School Enrichment Program to low income ELD students this year to provide these students with the opportunity for additional enrichment.

District wide our EL numbers are down, we may not qualify for Title III money.

There is a need for bilingual staff and materials for all parent education opportunities.

Continue to meet twice a year, mid year and end of year to check the progress of LCAP goals and actions.