

Meeting	PAC Questions	Responses
November 13, 2025 - PAC Business Mtg. #2	What are schools doing to motivate students to be present in school?	Schools use a number of strategies such as recognizing and celebrating good attendance, providing a safe learning environment, including access to school counselors and psychologists, and connecting with parents and families on resources and services. Motivating students to be present in school also connects to reducing barriers that keep students at home such as meals and transportation. Connecting learning to student lives is important. Please connect with your child's school for additional information.
November 13, 2025 - PAC Business Mtg. #2	<p>It's great to see that we are capturing the data on a dashboard. I appreciate the work that has gone through it. In order to find out how to solve some of these challenges, we need to get more information and a deeper view of the underlying reasons especially on chronic absenteeism.</p> <p>Do we have opportunities to expand the data collection to understand more? For example when children do not attend school the reasons for chronic absenteeism (i.e. sick, immigration related, food challenges, family issues, family income stability, employment needs, housing etc)</p>	For chronic absenteeism, the reasons for students not attending school are unique to individual students. The District has communicated a decline in student enrollment and reported an increase in chronic absenteeism as a direct result of immigration enforcement since the start of the 2025-26 school year.
November 13, 2025 - PAC Business Mtg. #2	If we're in the green zone, what's happening right now is difficult for students. How are schools supporting students to help them succeed?	All of the actions and services funded with the state's LCFF and reported in the District's LCAP are to support student achievement and success. From engaging with parents and families and providing them with resources and services to providing early education opportunities to families to academic support when students are struggling in English and mathematics, for example.
November 13, 2025 - PAC Business Mtg. #2	How can we help our English language learner students who are graduating and do not meet the English language reclassification requirements?	We can support EL students who graduate and do not meet the reclassification criteria by encouraging them to pursue their academic and career goals even if they have not yet met the reclassification criteria. Being an English Learner does not limit a student's ability to pursue higher education or a chosen career pathway. They could be encouraged to participate in targeted summer or bridge programs. Many colleges offer intensive English courses such as academic writing, reading comprehension, and oral communication during the period between high school graduation and entry into college or the workforce.
November 13, 2025 - PAC Business Mtg. #2	Please, would you be so kind as to bring the relevant departmental representatives into the room to answer our questions? This is very important and necessary because we need to know how to support the academic success of our students.	Yes, we are looking forward to having District leadership present and answer questions from PAC members in the upcoming PAC Business meetings.
November 13, 2025 - PAC Business Mtg. #2	What support do students have to achieve the goal of reclassification?	<p>The District's Multilingual Multicultural Education Department (MMED) implements the following actions to support reclassification:</p> <ol style="list-style-type: none"> 1. Ensures that all English Learners (ELs) receive the required Designated and Integrated ELD instruction. 2. Provides Multilingual Multicultural Accelerated Language Coaches to deliver push-in instructional support for potential Long-Term English Learners (LTELs) and current LTELs at schools with higher concentrations of ELs. 3. Monitors the establishment and implementation of Student Support and Progress Teams at the school level to evaluate the academic progress of ELs. 4. Requires schools to develop annual Individual Reclassification Acceleration Plans for potential LTELs and current LTELs. 5. Implements cycles of accelerated support for ELs at key schools identified as needing additional assistance.
November 13, 2025 - PAC Business Mtg. #2	More individualized dashboard data training in schools for parents so they know how to navigate the data information	Please view the first 15 minutes of the SIO LCAP Study Session C to find a training on how to navigate the California School Dashboard- https://drive.google.com/drive/folders/1J28m0dUWf91YrvfZr74Ow5ghT0pQRo3u?usp=sharing

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November 13, 2025 - PAC Business Mtg. #2	<p>Their English learning standards are negative and continue to decline.</p> <p>How can we help them recognize the best method for them to progress in learning English? I don't want to think it's due to a lack of interest from educators or that the program isn't appropriate.</p>	<p>The standards for English Learners have been updated, the last update by the State was in November 2012 for English Language Development Standards.</p> <p>English Learner differ in their their goals, strengths, and learning preferences, so helping them find the method that works best for them requires a flexible and learner-centered approach. Teachers can guide students through several steps:</p> <ol style="list-style-type: none"> 1. Encourage self-awareness and reflection 2. Expose students to a variety of learning strategies 3. Teach students how to set goals and monitor progress 4. Point out ineffective habits 5. Recommend adjustments to increase efficiency and/or effectiveness 6. Provide feedback to help students refine their strategies/approach
November 13, 2025 - PAC Business Mtg. #2	<p>The consistency of academic standards changes every year, and there's no consistency in long-term procedures. I think there should be a long-term point of academic consistency so that there's an identification point where more support can be found. Could this be done?</p>	<p>Academic standards have remained consistent since the State's adoption of the Common Core State Standards in August 2010 for both English Language Arts and Mathematics. Please visit the following California Department of Education (CDE) website for more information: https://www.cde.ca.gov/be/st/ss/index.asp</p>