



**DELAC Comments on 2023 LCAP**  
**Superintendent Reponses**



2022 LCAP GOAL	Comment Number	COMMENT	Assigned Team	TEAM RESPONSE	IMPACT ON 2023 LCAP
2022 LCAP Goal 2: Proficiency for All	1	Offer more reading, writing, and comprehension tutoring for 30 or 40 minutes during the regular class or advisory one month before federal or state testing (ELPAC and SBAC) so that English learner students are ready to take the ELPAC test and are able to reclassify. Offer ELPAC practice tests one week before taking the test so that children are ready to take the test.	MMED	During the first parent-teacher conference, teachers review students’ results on ELPAC, SBAC or DIBELs to determine if the students need extra support in meeting grade level and English development standards. Annually, MMED directly sends a Summative ELPAC parent notification letter ( <a href="#">English</a> / <a href="#">Spanish</a> ) outlining strategies and protocols to be implemented at home to support the success of ELs during the Summative ELPAC assessment. Such strategies are transferable to other assessments as well. Schools also implement these strategies and protocols to ensure student success during testing.	The work of the Multilingual & Multicultural Education Department to differentiate supports and support emerging bilinguals in reaching reclassification is detailed in the 2023 LCAP, including ETK-12 English Learner Services (Goal 6, Action 1), International Newcomer Supports (Goal 6, Action 2), Probable Long-Term English Learner Interventions (Goal 6, Action 3), and Long-Term English Learner Interventions (Goal 6, Action 4).

2022 LCAP GOAL	Comment Number	COMMENT	Assigned Team	TEAM RESPONSE	IMPACT ON 2023 LCAP
2022 LCAP Goal 2: Proficiency for All	2	Offer training workshops to K-12 students about reading and offer it in groups of no more than 15 students with a focus on questions to develop reading comprehension by using key phrases and questions in a fun way with crafts, visuals, and interactive activities.	DOI	K- 12 classroom teachers provide small group instruction during the school day, after school and on Saturdays to address a variety of literacy skills, including reading comprehension. Many schools also have coaches and coordinators that work with students in small groups to support these skills. The District continues to provide resources and training to strengthen interactive and engaging reading instruction.	<p>The 2023 LCAP includes multiple actions to address staffing to provide personalized learning, including District-allocated class size reduction teachers (Goal 1, Action 12), centralized programs for Elementary Literacy and Numeracy Interventions (Goal 1, Action 14), and centralized supports for Secondary Literacy (Goal 1, Action 15).</p> <p>In addition, schools may leverage their School Staffing Equity Grant funding and Student Equity Needs Index (SENI) funds to further implement small group interventions and targeted supports for student success (Goal 1, Actions 31-34).</p>

2022 LCAP GOAL	Comment Number	COMMENT	Assigned Team	TEAM RESPONSE	IMPACT ON 2023 LCAP
2022 LCAP Goal 2: Proficiency for All	3	Offer training workshops to K-12 students about math in groups of no more than 15 students with a focus on questions to develop mathematical understanding/vocabulary by using key questions in a fun way with crafts, visuals, and interactive activities.	DOI	K- 12 classroom teachers provide small group instruction during the school day, after school and on Saturdays to address a variety of mathematical concepts and skills, including math vocabulary and discourse. Many schools also have coaches and coordinators that work with students in small groups to support these skills. The District continues to provide resources and training to strengthen interactive, engaging and problem-based math instruction.	<p>The 2023 LCAP includes multiple actions to address staffing to provide personalized learning, including District-allocated class size reduction teachers (Goal 1, Action 12), and centralized programs for Elementary Literacy and Numeracy Interventions (Goal 1, Action 14).</p> <p>In addition, schools may leverage their School Staffing Equity Grant funding and Student Equity Needs Index (SENI) funds to further implement small group interventions and targeted supports for student success (Goal 1, Actions 31-34).</p>

2022 LCAP GOAL	Comment Number	COMMENT	Assigned Team	TEAM RESPONSE	IMPACT ON 2023 LCAP
2022 LCAP Goal 4: Parent, Student, and Community Engagement	4	Provide a parking space for volunteers if they come in their own vehicle and offer reimbursement for their Uber or bus fare. Provide a snack and/or lunch after they have provided volunteer service for more than 2 hours. This would support a welcoming environment and increase parent participation.	SFACE/ School Operations	<ul style="list-style-type: none"> <li>● <b>Parking:</b> While there are some school sites that may have space to accommodate parking for school volunteers, there are many unable to accommodate this request. Nonetheless, the guidance to school sites for the 2022-23 school year will be to afford parking for school volunteers if space is available.</li> <li>● <b>Refreshments:</b> School funds are available for the purchasing of refreshments for families, specifically by use of General and Targeted School Population (TSP) funds. These may be added to the school site TSP Plan.</li> </ul>	Many Facilities projects are funded with non-LCFF sources, and therefore are not included in the LCAP. However, LCFF-funded facilities and physical infrastructure maintenance efforts are included in Goal 4, Action 2. Schools' investments of funding under the Student Equity Needs Index (SENI) to expand parent and family engagement as part of their site-level implementation of Engagement and Collaboration strategies (Goal 3, Actions 6, 7, and 8).

2022 LCAP GOAL	Comment Number	COMMENT	Assigned Team	TEAM RESPONSE	IMPACT ON 2023 LCAP
2022 LCAP Goal 4: Parent, Student, and Community Engagement	5	The district should develop a school flow chart that includes the parent center and other school offices. Place the parent center as the heart of the school, branch out, and set aside a fund that focuses on celebrating/incentivizing parent volunteerism at the end of the year or at each event.	SFACE	<ul style="list-style-type: none"> <li>● <b>Parent and Family Center:</b> The Office of Student, Family and Community Engagement will work with School Operations, Division of Instruction, and others to identify posters and signs that orient families to navigate the campus and District resources. These will include signage, which points our offices that most families visit during the school day and with a focus on the Parent and Family Center.</li> <li>● <b>Volunteer Recognition:</b> The Family Academy and School Volunteer Program will arrange for school volunteers to receive a recognition of service by Region that includes a ceremony, which honors the volunteers, and their service to school communities.</li> </ul>	<p>The work of the Student, Family, and Community Engagement (SFACE) team to expand and empower parent and family engagement throughout the District is included in Goal 3, Action 1 of the 2023 LCAP.</p> <p>In addition, schools will also invest their School Staffing Equity Grant funds (Goal 1, Action 31) to purchase additional community representatives and engagement staffing in 2023-24, and will continue to leverage funding under the Student Equity Needs Index (SENI) to support engagement efforts as part of their site-level implementation of Engagement and Collaboration strategies (Goal 3, Actions 6, 7, and 8).</p>

2022 LCAP GOAL	Comment Number	COMMENT	Assigned Team	TEAM RESPONSE	IMPACT ON 2023 LCAP
2022 LCAP Goal 4: Parent, Student, and Community Engagement	6	Offer a workshop to parents that explain the language survey, the services available to newcomer students, students with special needs, and the programs offered by the school to students with special needs who are identified as English Learners.	MMED, SPED	MMED in collaboration with the Division of Special Education welcomes every opportunity to present to parents on the Home Language Survey, International Newcomers, Emergent Bilingual students with disabilities and the programs offered by the school to meet language and academic needs. One of the EL program requirements extensively presented at the Master Plan Instructional Institute (886 EL Designees) is for every school site to engage families of English Learners with the Master Plan Programs Options twice per academic year ( <a href="#">English</a> / <a href="#">Spanish</a> ) where information about the Home Language Survey, required parent notifications, language assessments, and Master Plan programs offerings are covered.	<p>As described above, the work of the Multilingual &amp; Multicultural Education Department to differentiate supports and support emerging bilinguals in reaching reclassification is detailed in the 2023 LCAP, including ETK-12 English Learner Services (Goal 6, Action 1), International Newcomer Supports (Goal 6, Action 2), Probable Long-Term English Learner Interventions (Goal 6, Action 3), and Long-Term English Learner Interventions (Goal 6, Action 4).</p> <p>In addition, the 2023 LCAP describes the differentiated programming available to our students with disabilities, including base supports to meet IEP requirements (Goal 1, Action 19), Extended School Year (Goal 1, Action 20), Intensive Diagnostic Education Centers (Goal 1, Action 21), Inclusion Services (Goal 1, Action 22), Special Day Program (Goal 1, Action 23), and Transition Services (Goal 1, Action 24).</p>

2022 LCAP GOAL	Comment Number	COMMENT	Assigned Team	TEAM RESPONSE	IMPACT ON 2023 LCAP
2022 LCAP Goal 7: English Learner Supports	7	Grades ETK-12th - Have small groups inside the classroom to help children that need more support. Have an assistant in the classroom to work on supporting the group on an individualized basis.	MMED	Small group instruction is an essential instructional practice to support the differentiated instructional and language needs of English Learners (ELs). To support teachers, All MMED funded coaches (Multilingual Multicultural Academic Language Coaches) assigned to high priority schools will provide small group push-in intervention and/or acceleration to ELs for at least 60% of their assignment. Resources ( <a href="#">Elementary</a> and <a href="#">Secondary</a> ) have been developed to assist families and practitioners to provide individualized support at home and school.	The work of the Multilingual & Multicultural Education Department to support all students in reaching bilingualism is described throughout Goal 6 of the 2023 LCAP, including ETK-12 English Learner Services (Goal 6, Action 1), International Newcomer Supports (Goal 6, Action 2), Probable Long-Term English Learner Interventions (Goal 6, Action 3), Long-Term English Learner Interventions (Goal 6, Action 4), and Multilingual Programs and Pathways and Dual Language Education (Goal 6, Action 5).
2022 LCAP Goal 7: English Learner Supports	8	Newcomers and students in Grades 2-5 offer a hands-on intervention class that will be introduced after pre-assessing the student's English proficiency level.	MMED	Extended language or instructional support to International Newcomers after a pre-assessment of student need is key to ensure their academic success. An intake process is conducted to determine social, emotional and academic needs for each International Newcomer student. MMED has developed and provided technical guidance CDE <a href="#">Toolkit</a> , a <a href="#">digital handbook</a> developed by practitioners and <a href="#">parent/student resources</a> to elementary schools on how to best support International Newcomer students.	As described above, the differentiated supports provided by the Multilingual & Multicultural Education Department for International Newcomers is included in the 2023 LCAP within Goal 6, Action 2.

2022 LCAP GOAL	Comment Number	COMMENT	Assigned Team	TEAM RESPONSE	IMPACT ON 2023 LCAP
2022 LCAP Goal 7: English Learner Supports	9	If, on the language survey, the parent chooses Spanish, do not classify a student with an IEP as an English Learner. Take into consideration their diagnosis and how their need impacts them.	MMED, SPED	Per California Department of Education guidelines, a student’s English Learner classification is determined by the results in the Initial English Language Proficiency Assessment for California (ELPAC) or Initial Alternate ELPAC. Schools are required to provide accommodations or designated supports during the Initial ELPAC assessment as described within the IEP.	<p>As described above, the work of the Multilingual &amp; Multicultural Education Department to differentiate supports and support emerging bilinguals in reaching reclassification is detailed in the 2023 LCAP, including ETK-12 English Learner Services (Goal 6, Action 1), International Newcomer Supports (Goal 6, Action 2), Probable Long-Term English Learner Interventions (Goal 6, Action 3), and Long-Term English Learner Interventions (Goal 6, Action 4).</p> <p>In addition, the 2023 LCAP describes the differentiated programming available to our students with disabilities, including base supports to meet IEP requirements (Goal 1, Action 19), Extended School Year (Goal 1, Action 20), Intensive Diagnostic Education Centers (Goal 1, Action 21), Inclusion Services (Goal 1, Action 22), Special Day Program (Goal 1, Action 23), and Transition Services (Goal 1, Action 24).</p>



2022 LCAP GOAL	Comment Number	COMMENT	Assigned Team	TEAM RESPONSE	IMPACT ON 2023 LCAP
2022 LCAP Goal 8: Black Student Achievement Plan Implementation	10	Offer a hands-on intervention class that will be introduced after a pre-assessment of the student's English level. The intervention will take place during school hours and focus on English language interactions for newcomer students, students in grades 2-5, and students in special education. Each group will consist of 6 students for the entire school year until the English Learner student reclassifies and becomes English proficient. Provide a monthly assessment to measure progress in English language proficiency.	BSAP, MMED	BSAP and MMED will work together to include culturally responsive practices for Black English language learners (Emergent Bilinguals - EBs). Small group instruction is an essential instructional practice to support the differentiated instructional and language needs of EB students. To directly impact students' learning, MMED and Region staff support the implementation of small group push-in intervention or acceleration to EBs. EB students are identified for differentiated support or acceleration based on formal and/or informal assessments conducted by the classroom teacher.	The work of the Multilingual & Multicultural Education Department to support all students, including Black and African American students, in reaching bilingualism is described throughout Goal 6 of the 2023 LCAP, including ETK-12 English Learner Services (Goal 6, Action 1), International Newcomer Supports (Goal 6, Action 2), Probable Long-Term English Learner Interventions (Goal 6, Action 3), Long-Term English Learner Interventions (Goal 6, Action 4), and Multilingual Programs and Pathways and Dual Language Education (Goal 6, Action 5).