

2025-2026 LCAP Presentation Questions from Parents/Guardians

On May 14, 2025, a meeting of the District Parent Advisory Committee and the District English Learner Advisory Committee was held to share proposed updates to the LCAP. Below are questions asked by attendees, followed by answers to the questions.

- 1. How will the school address the needs of students with disabilities who are also English learners?** Learning Center: Students may need to use approved universal tools, designated supports, and accommodations as identified in the IEP during everyday instruction to enable them to demonstrate their progression towards English language proficiency. IEP goals for English learners are linguistically appropriate and meet the needs of the area of disability while also addressing students' EL needs. Proficiency for students with significant disabilities: The Alternate Summative ELPAC is designed for English learners with significant disabilities who are unable to participate in the general assessment. The assessment's use of visual supports and simplified tasks helps accurately gauge English proficiency—especially for nonverbal students. This has enabled reclassification for students whose language abilities might not be captured through traditional means
- 2. Are we making progress toward meeting our Reading and Math goals? Where did we start, and what is the goal?** Yes, the district is making progress in Reading and Math. The goal is to continue making progress year after year and meet/exceed the State target. That being said, we do have targets. For Reading and Math, the State target is "Standards Met". In Language Arts, we are 7.7 points below the Standard Met line from 9.6. In Math, we are 39.7 points below the Standard Met line from 42.7.
- 3. What actions will be taken to improve the academic achievement of long-term English learners?** The district is taking the following steps to improve achievement for our Long Term English Learners:
 - Adoption of a standards-based, ELPAC-aligned, Lexile-leveled English Language Development curriculum to replace the former curriculum that is no longer supported by the publisher
 - Data-based discussions around student growth on the ELPAC by site, grade level, teacher, and period to identify both students and staff in need of support.
 - Assignment of ELIRTs to coach teachers identified as having the most struggling LTEL students

- Progress monitoring with ELPAC IABs to target areas of need
- iReady MyPath practice and Soliday reading intervention support to target below grade level reading scores
- Scheduling of student data chats a minimum of once per trimester to build data awareness and motivation among students.
- Data analysis with staff regarding EL student reading progress.
- Scheduling of STEM-ELD time for EL students to apply transferrable Speaking, Reading, Listening, and Writing skills cross-content.
- Scheduling of parent engagement opportunities to offer at-home literacy strategies and inform families about student data results.

4. **Do we have last year's data to see where they ended and where they started this year? Be able to compare year to year.** Yes, we maintain data in order to compare longitudinal progress year after year. **Do you have this same iReady data from December 2023 to March 2024? Was there a similar growth or drop? Have there been any gains?** Yes, we have the iReady data from December to March for both years.

- a. In Reading, growth was consistent year over year—8 points in 2023–24 (33% to 41%) and 9 points in 2024–25 (35% to 44%).
- b. In Math, gains were lower this year: 11 points in 2024–25 (25% to 36%) compared to 22 points last year (20% to 42%). The dip in Math growth may be attributed to the implementation of the new math adoption, which typically involves an adjustment period.

5. **Where is the data for unduplicated students who aren't within any of these groups?**

Other student groups are included in the LCAP under the "All" group. Further disaggregation can be found in the [DataQuest](#) portal.

6. **If the students learn what they were supposed to learn in a given year, should they be proficient at the end of the year?** If students met the required targets, then yes students are considered proficient. **If they come back next year, should they be at zero proficiency if they have not learned the material for that grade?** Students don't start with zero proficiency for most standards because learning accumulates and builds over time. There may be a few standards where there may be no prior learning, but students always come with learning and experiences.

7. **Is this data only from the district? Is there data available to compare to the State or other benchmarks?** The data in the LCAP is only district data. Data from other districts can be found in the [DataQuest](#) portal.
8. **Would like a presentation for each site on the purpose of PBIS and positive acknowledgement. In the past in FDR, Ms. Michael used to do a presentation on what PBIS was and how to apply it at home.** Each school site presents on PBIS at Back to School Night. In addition, PBIS is reviewed at SSC and PTA meetings. We can ask principals to include a home-school connection during future meetings.
9. **Would it be possible to train parents how to use the PBIS classroom walkthrough tool and participate during walkthrough days to support in collecting this data?** The ACER (Assessing Classroom Expectations and Routines) tool is specifically intended for trained school staff to assess how effectively behavioral expectations and routines are being taught and reinforced in classrooms. It requires an understanding of evidence-based classroom management practices and is not designed for use by parents or volunteers. The data gathered is used for decision-making about what the next steps are with regard to staff professional development.
10. **How do we increase parent involvement?** The District English Learner Advisory Committee (DELAC), now named the Community of Multilingual Families; the District Parent Advisory Committee (DPAC); the African American Parent Advisory Committee (AAPAC); and the Families with Special Needs Support Group work in partnership with the district to improve engagement districtwide. The Families with Special Needs Support Group has greatly increased engagement and representation for our families of students participating in our special education programs by tapping into an unmet need. Our next focus is to provide early intervention for prek/TK/kindergarten students, their parents, and school staff to work as partners in building school readiness for our youngest students. By building trusting and collaborative relationships with families as students first enter our schools, we will grow our parent engagement, which will lead to greater involvement in school and district events, workshops, and committees.
11. **Can we request information regarding grade-level content, standards, and curriculum at the beginning of every school year?** Yes, this can be requested. We encourage parents to reach out to classroom teachers and/or the principal for more information.
12. **Can we request to revise Back to School Night to share presentations on data in a smaller, less rushed environment?** The information shared at Back to School Night

(description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards) is shared in multiple venues, including Coffee with the Principal in September and School Site Council meetings throughout the year. Schools are required to offer a flexible number of meetings, such as meetings in the morning or evening, in person or via Zoom, and supports such as childcare as needed. Parents have the right to request opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

13. **Can we request for workshop on how i-Ready works and the assessments?** Yes, this can be requested. We encourage parents to reach out to classroom teachers and/or the principal for more information.
14. **Did we get many responses to the school LCAP survey? How will that data be used?**
We had 140 parent responses and 75 staff responses. Data will be used to inform refinements to the actions in the LCAP.
15. **Is this data being discussed during the school site council meetings, and are all parents invited to review at the school site council meetings?** Yes; all parents are invited to attend the SSC meetings and engage in all site data, including i-Ready, SBAC scores, local assessment data, attendance rates, and school climate data.
16. **Is the LCAP committee meeting?** The committee met last year to create our 3-year LCAP plan. This is year 1, where we will be monitoring the implementation of actions and progress towards identified targets.
17. **Are LCAP goals being met?** Yes, the district is making progress in Reading and Math. The goal is that we continue to make progress year after year and meet/exceed the State target. That being said, we do have targets. For Reading and Math, the State target is "Standards Met." In Language Arts, we are 7.7 points below the Standard Met line from 9.6. In Math, we are 39.7 points below the Standard Met line from 42.7.
18. **Teacher leaders teaching with teachers: could they also do coaching on the reduction of stress, PBIS?** Our intention is that stress is reduced by having a partner teacher in the room. They will be having conversations about what might happen during the lesson. In turn, allowing them to prepare. In addition, the Social Workers will be presenting

monthly during staff meetings on PBIS strategies that focus on positive behaviors and classroom management.

- 19. Please put an agenda on meeting invites so that parents know the topics ahead of time.** The District English Learner Advisory Committee (DELAC), now named the Community of Multilingual Families; the District Parent Advisory Committee (DPAC); the African American Parent Advisory Committee (AAPAC); and the Families with Special Needs Support Group will include the agenda for each meeting in all communications to families going forward.
- 20. Meeting format: Could we differentiate between “presentation” meetings and more “two-way dialogue” meetings so that parents know when to make the effort to attend and contribute as opposed to just listen?** The District English Learner Advisory Committee (DELAC), now named the Community of Multilingual Families; the District Parent Advisory Committee (DPAC); the African American Parent Advisory Committee (AAPAC) have been utilizing hybrid meetings to allow for in-person attendance as well as Zoom attendance to provide more opportunities for families to attend. Our goal is to limit presentation-type meetings and increase two-way dialogue meetings, and we will clarify the type of meeting in communications to families going forward.