**DELAC Meeting -March 26, 2026**

**Ateendess:**
**Andrea Pickering, Emily White, Hania Garcia, Debbie Stein, Matt Hill, Sayaka Yamane, Rocio Ruiz**

The meeting focused on:

- English Learner (EL) progress and testing
- Feedback to improve next year's **LCAP (Local Control Accountability Plan) The LCAP is a 3 year plan and next year is our 3rd year. Not many changes will be made but suggestions are welcome.**
- Budget + funding priorities
- Future planning (including school consolidation questions)

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### 1. 📊 ELPAC Update & Reclassification

- **372 students** took the Summative ELPAC across the district
- Students are evaluated in:
    - Speaking, Listening, Reading, Writing

**Matt explained this flow:**

- ELPAC Level 4 (highest level)
- Teacher evaluation
- Parent input
- Grade-level academic performance

### 2. Key Findings About English Learners

#### 👍 Strengths:

- Families feel kids are improving in English
- Attendance and math performance improving
- Long-term EL students are decreasing

#### ⚠️ Concerns:

- EL progress is **declining at some schools**
- Suspension rates for EL students are increasing
- Chronic absenteeism is rising again

Some families do not understand or do not fully read the communications. Starting next year the first approach will be text messages followed by a smore with more details.

Sayaka suggested being more explicit on how to support the students with their upcoming ELPAC test.
Emily suggests creating a document explaining how the test is, possible questions and being ready for the **format** of the test.

A personal invitation about support and expectations regarding ELPAC can be organized by groups:
K-2

3-5

6-8

Sayaka also suggested more info regarding Designated EL. What's their goal? Why is it implemented instead of other support? And she would like to put much effort in making the **students reclassify faster.**

**3. LCAP**

**1. More staff / adults on campus**

- Aides, support staff, smaller class sizes
- Especially in **early grades (K–3)**

**2. Stronger academic support**

- More intervention (math + reading)
- Earlier identification of struggling students

**3. Whole-child support**

- Behavior, mental health, SEL
- Reduce disruptions to learning

**Parent Feedback Highlights**

- Biggest strength: **Teachers and instruction**
- Biggest concern: **Bullying (top issue by far)**
- High demand for:
    - After-school programs
    - Tutoring and homework help
- EL families want:
    - More language support

    - Small-group practice
- Communication:
    - Good, but needs to be **more specific and frequent**

**Staff Feedback Highlights**

- Biggest issue: **STAFFING (everywhere)**
- Concerns:
    - Student behavior
    - Need for more support staff
- Want:
    - More practical professional development
    - Better systems to reach families

**EL-Specific Feedback**

- Families feel supported BUT:
    - Don't fully understand:
        - How support works
        - Reclassification process
- Want:
    - Help at home (reading, writing, homework)

**4. Budget & Funding**

**Total Budget (2025–26):**

- **$53.6M total**
- Only **$5.3M tied to LCAP actions**

**Where money goes:**

- ~80% → Salaries & benefits

**Supplemental funding (for high-need students):**

- Total: **~$1.63M projected for 2026–27**

Funding is heavily tied to:

- English learners
- Low-income students
- Foster youth

## 5. Strategic Direction

**District priorities moving forward:**

- Increase staffing support
- Improve intervention systems
- Strengthen communication with families
- Address behavior and safety issues
- Better support EL students academically and socially