A. Welcome/Call to Order

Meeting was called to order at 4:34 p.m. Meeting was held in person and available via Zoom.

Lisa (Director)-welcomed all the attendees and thanked everyone for their valuable partnership; also covered the NUSD Core Values and agenda for the day.

B. Introductions

Lisa Van Horn (Director)-introduced Officers Manuel Paramo, Mayra Silva and Administrative Assistant Inelva Carvajal and also introduced the presenter(s) of the night.

C. Review DELAC Norms-Lisa Van Horn

Lisa (Director)- reviewed the norms.

D. Review Minutes from the April Meeting- Lisa Van Horn

Lisa (Director)- gave the April minutes to the Chair and Co-chair for review.

E. Team Sharing/Public Comment/Optional ELAC Reports/Activity

- First time parent attendees mentioned to Jinder at their table that they knew about the meeting due to a text message.
- (Lisa Van Horn)- reiterated Jinder's discovery that you can send parents texts through ParentSquare, so it can be part of the core communication for our parents; think about it for ELAC meetings.

F. LCAP Educational Partner Engagement

- Steven Fong (Executive Director)- started by letting us know there is a Quick Reference guide that explains the LCAP. The full LCAP report is a 200 page document that is required by the state, that tells our story of what we are doing for our students.
    - Lisa Van Horn passed out the Quick Reference for the NUSD 2025-2026 LCAP and the Feedback from the LCAP Advisory Committee and DELAC list.

  The Quick Reference guide provides a quick way to break the report down into manageable sections. The Feedback has DELAC and LCAP Advisory Committee questions from the last few meetings. He and his staff have worked to develop comprehensive responses, which have been posted onto the public website for broader access. The LCAP is a way how the district communicates the actions and strategies that are implemented to achieve the five goals which align with the district's goals. Steven also shares that within the LCAP there is a particular type of funding from the state called Supplemental and Concentration Grant Funding also known as LCF S&C, Local Control Funding Formula, Supplemental and Concentration. A portion of those funds is allocated directly to our district based on the number of English Learners, foster youth, students experiencing homelessness, and students who are socioeconomically disadvantaged. We receive state funding based on both the overall size of our district and the specific needs of our student population, including English Learners, and that money is used to serve the students. Steven's goal for the evening is to provide an update on our progress in the process, highlight community feedback including input from previous DELAC meetings and outline the

next steps moving forward. Steven reminds us the LCAP's 5 goals align with the 5 goals the district has. He explains the second page of the LCAP Quick Reference outlines the LCAP Goal 1 actions, which correspond with the district's Goal 1. He further explains that there are two additional goals involving comparatively smaller allocations. These funds are designated for schools with specific characteristics, including those serving high percentages of socioeconomically disadvantaged students and schools with a large proportion of students who enroll or leave during the academic year, commonly referred to as non-stable schools. The state recognized the importance of directing additional resources to these schools to support efforts aimed at increasing stability, such as providing additional social workers and student support services like behavioral supports and family liaisons.
Steven reminded the group that the 2025–26 school year is the last year of the current 3-year LCAP cycle. He also noted that planning for the next LCAP cycle will begin as soon as the new school year starts. He noted that LCAP cycles fall in the middle of the district's strategic plan, known as the NUSD Forward 5. Steven shared that the full draft of the 2026–27 LCAP, approximately 200 pages, will be posted on the district website on May 18. He added that his team will continue refining the document and collaborating with the budget team in preparation for the public hearing in June.

- Table Discussion
    - A parent asked, regarding the handout, why the data is only for those specific schools.
        - These are our schools with the most instability. We have current data, and these schools are being tracked for the year.
    - A parent from ALS asked about what happens if we don't spend federal/state grants.
- Steven Fong- continued to share that several surveys have been conducted to gather feedback on areas such as school culture, academics, college readiness and family engagement. Another survey was conducted to assess how schools were performing and the extent to which District goals were being met. The goal of these surveys was to see what people were saying collectively. Steven shared several survey questions and results, noting that they were pleased to see an increase in favorable responses across almost every question from the 2024–2025 school year to the 2025–2026 school year. He also acknowledged that some areas still showed gaps in responses. However, he explained that these gaps may not necessarily reflect disagreement with the District's efforts, but rather a lack of awareness or understanding of the work being done. This may indicate a need to strengthen communication and improve awareness of District initiatives and support. Steven went on to explain Goal 1: Academic Growth, Responsibility, and Achievement. He highlighted several key priorities associated with the goal and provided examples of LCAP and other connections. A key priority is emphasizing the importance of math and literacy intervention is what people are saying. He states math and literacy interventions are happening (LCAP 1.27/1.12). Another example that was brought up was the focus on providing individualized support for English Learners, students with disabilities and students with ADHD. One of the themes that emerged from the feedback was the importance of individualized guidance and support. It was noted that, during a previous meeting, participants emphasized the value of having at least one dedicated adult who could help an English learner develop a comprehensive four- to six-year academic plan by the 9th grade. Additionally, participants expressed appreciation for the Heredia-Arriaga Dual Language Immersion Program (LCAP 1.28) and the support it provides to students and families. Other priorities that came up included increasing the availability of after-school programs, as well as

expanding access to art and music opportunities.

- Table Discussions
    - At the tables, parents discussed and asked questions about Goal 1.
        - A parent asked if there are special teachers for ELs, especially if students are lagging behind. Are ELs given different levels of support based on their language development? Do regular classroom teachers have special training to support ELs? What are the individualized supports at the elementary level?
        - A parent from NPE asked about opportunities for enrichment so that curious students are exposed to all of the fields.
        - A parent from NMS asked how after school programs are supporting ELs, including in math.
    - Questions are answered in the 2025-2026 PAC and DELAC Feedback document, to be published in June 2026.
- Steven shared that the LCAP is a state-required document intended to communicate a clear narrative to the community about what a school district is doing. He explained that it must also meet a range of requirements related to budgeting and accountability. He then goes on to say that Goal 2: Social and Emotional Well-being of each Student and Goal 3: Safe and Engaging Learning Environment are very connected because of the idea of safety and social -emotional well-being. Some of the feedback is similar to last year and says to increase mental health support, a big category and it includes training of staff and monitoring of students. Another category was restorative justice and alternative to suspensions. The question posed was what supports are being provided for students beyond simply directing them to go home. Steven continued by stating that another key priority is support and training related to neurodiversity. He noted that the term "neurodiversity" has been used more frequently this year as an inclusive way to refer to students with disabilities and different learning needs. He said they received significant feedback regarding emotional and behavioral support services, including wellness centers. Two of our schools currently have wellness centers. At Natomas High School, the wellness center is a space on campus where students experiencing emotional distress or conflict with another student can go to calm down and speak with someone for support. Steven explained that facilities such as wellness centers require resources. They need dedicated staff, a designated space, and funding for equipment and furnishings. There are many factors and questions to consider when making a decision about establishing one. The last key priority under Goal 2 is positive and inclusive school culture. This is a big category focused on creating engaging activities and opportunities that encourage meaningful interaction among students, staff, and families. Steven lets the group know that in Goal 3: Safe and Engaging Learning Environment. He says the feedback is that people want clear, consistent expectations and then enforcement. The example he gives us is if the school says, we don't have bullying, then we should enforce bullying expectations. Responsive teaching continues to pop out, it's having in the classroom instruction that reflects who the student is. Partnering with families to collaboratively address concerns is another. Steven shares that family and school connection is really important. Physical environment, effective pick-up and drop-off procedures and having access to campus. Steven mentions that a school put in fencing and changed access to the campus making it feel safer is what some people said others said they feel disconnected. Last key priorities for Goal 3 is Training and Support. Steven said this feedback has not been

emphasized as much in the past, but this year there was significant discussion about recess and playground time. One of the recurring themes was not just providing unstructured time, but also offering organized activities and opportunities that encourage students to interact positively with one another. Steven shared the last key priorities of Goal 3. Training, Support. He shared that they had not received this type of feedback in previous years; however, this year the feedback focused on recess and playtime. Specifically, there were questions regarding playground time, the balance of unstructured play, the types of organized activities offered, and how staff are trained to facilitate those activities. Steven then Goal 4: Engage Parents and Families to Support Student Access. The first key goal is training and learning for families. Steven mentioned opportunities for families to attend district events and learn strategies to support students at home. He also discussed the importance of collaborative conferencing, highlighting the value of creating more opportunities for teachers, students, and families to meet together to set goals and discuss student progress. Additionally, he emphasized the effective use of communication tools, noting that while text messaging can be helpful, communication should be balanced to avoid overwhelming families with excessive feedback. The final key priority for Goal 4 is community events and engagement opportunities. He shared that feedback indicates families appreciate the events currently offered and would like to see more opportunities available, particularly events tailored to specific communities and offered in families' native languages. Overall, there is a desire for events that are more responsive and relevant to the unique needs and interests of each community. Last of the Goals is Goal 5: Hire Train, and Retain High Quality Staff. Steven shared that significant feedback from both the fall and spring emphasized the need to increase compensation, enhance benefits, and strengthen overall support for teachers in order to improve retention and recruitment efforts. Also training for staff specific to special populations and support for administrators to ensure they promote a positive staff culture.

- Table Discussion
    - At tables, parents discussed Goals 2 - 4.
        - A parent from ALS asked about long term planning and how to get more parents involved. He stated that influence from other parents works, and the more parents who are involved leads to even more important.
        - A parent from ALS asked about Parent University and how we share that information with other families.
        - The table discussed modes of communication and reminders. A parent shared that it was helpful to get reminders from email and text.
        - A parent asked if the wellness center is school specific and if it was open for other schools.
        - An NPE parent asked how we can get kids to explore participation and interactions with different cultures. Principals' support of children' s involvement with other groups is better than letting them stay in their comfort groups.
        - A parent asked, since children are given chromebooks, can ELs be introduced to a program that lets them practice language development at home?
        - Parents discussed consistent expectations and consistency, culturally responsive teaching, and the reflection of class students and talked about the partnering with families and the importance of building relationships with students and

parents. "I'm glad we have a plan to help implement culturally responsive teaching for our students".

- Questions are answered in the 2025-2026 PAC and DELAC Feedback document, to be published in June 2026.

- Steven continued explaining actions and service updates and that not every goal receives the same level of funding. He noted that LCAP funds have been allocated to increase collaboration time and expand instructional minutes. He also highlighted that significant portions of funding are dedicated to services such as social workers, school psychologists, additional counselors, and expanded mental health support staff, all of which are identified as LCAP actions. Not every goal will be the same size for example goal 6 and 7 are very small because there is special funding for two sites. Steven reviewed the LCAP goals, project expenditures, and the percentage of remaining funds as of April 27, 2026. He explained that some goals with larger remaining balances may reflect actions scheduled for later in the year, such as summer programs and summer school initiatives.He also shared that certain funding sources, including critical education and adult education funds received through special grants, are allowed to carry over from year to year, meaning those funds may not necessarily be spent within the current fiscal year. Another example he provided was the allocation of $700,000 designated for replacing books that have been lost, damaged, or destroyed. He explained that these expenses are paid from this fund, but if the full amount is not used, the remaining funds can be carried over to the following year. He also noted that some state grants come with spending deadlines and must be fully expended by June. He also explained that some actions and services outlined in the LCAP have already been implemented. He emphasized that the LCAP is not a static document and does not remain the same each year. Over the past two years, certain actions have been discontinued or modified based on changing needs and circumstances. For example, in some cases the district initially anticipated funding two teachers on special assignment but ultimately staffed only one position. Steven shared that one of the key priorities for the 2025–26 year is to maintain current actions. He noted that the district is entering the final year, the third year, of the current LCAP cycle. Some actions are planned for modification, some additions and some discontinued or changed. Steven shows us a modification in LCAP 1.16 Elementary Avid Support and discontinues the AVID TOSA positions. He also provided the example of LCAP 1.23, the GATE Program, noting challenges the district has faced in determining how to effectively allocate and distribute funds directly to school sites. Sometimes when people ask what you're going to do with new money. He provided an example of how new funding is allocated at school sites, noting that at NMS and DHS, additional supports such as new social workers and academic coaching have been added. Steven noted that another planned modification for the upcoming school year involves the International Baccalaureate (IB) program, a major NUSD initiative, which will be streamlined and offered at fewer sites than in previous years. Steven encouraged participants to submit any questions, noting that they would be included in the Feedback from the LCAP Advisory Committee and DELAC list.

G. Needs Assessment from 2025-2026 school year

- Jinder Chahal (Coordinator III)-
  - Lisa -shared that, at the end of each year, staff collaborate with school sites and ELAC representatives to gather feedback for the district's needs assessment. This assessment is then distributed to all families of English Learners to evaluate how the district is

serving students and to identify areas for improvement.
    - Lisa announced that this would be her final meeting, as she will be retiring at the end of the school year. She expressed that she will miss the DELAC group, and shared that Jinder Chahal, the EL Coordinator, will be taking over facilitation of DELAC for the upcoming school year.

  Jinder shared that the needs assessment survey was distributed to all parents via text message, and that the district received over 400 responses. This represents a significant increase compared to previous years, when approximately 100 responses were typically received. Jinder noted that one benefit of using ParentSquare is that the survey was distributed through a Microsoft Form and made available in multiple languages. The first question on the survey asked parents about their preferred methods of communication. Responses indicated that ParentSquare, phone calls, and emails were the most effective. It was also noted that newsletters and flyers were less commonly preferred. Jinder also shared that another survey question asked about students' grade levels. The results indicated that most respondents had children in the lower grades. She noted that parent engagement tends to decline as students get older, as students begin to take on more responsibility and advocate for themselves.
  Jinder shared that the survey included a list of services provided to students and asked parents to indicate whether they were fully aware of them, had some awareness, or were not aware at all. The purpose of this question was to identify the district's strengths and areas for improvement. Jinder explained that the group would now participate in an activity in which participants would circulate around the room and respond to the same questions, which were posted at various stations in the room.
- Group Activity - responses to question groups are on posters, and parents left notices and wonderings on the poster.
    - Parent Comments:
        - For ELAC, there will be new families every year. We need to keep up the good work with communication and find new ways to get them engaged.
        - GATE: Once they are in, what happens? How do ELs get in? Are there multiple opportunities for students to test?
        - How do we remove test barriers like language development or SPED designations?
        - Text parents; once they are aware, they come to ELAC.
        - It shouldn't be that hard to get SPED resources for our children that have special needs.
        - More awareness and discussions on AVID is needed.
        - How do we raise awareness of special programs for our English Learners? Set goals and monitor access?
        - Where would parents get information if they don't come to meetings?
        - Informational meetings at the start of each would help. What brings parents? Information. Food.
        - Provide detailed student feedback reports that show where specifically students are lacking.
        - Tie State Seal of Biliteracy more closely to reclassification to raise awareness.
        - Information can be shared at Open House -- maybe create a short video that a teacher can play. At the end of the video, there is a link to Parent Square.

- Jinder mentioned that she hopes participants were able to see the areas parents identified as district strengths, as well as areas where improvements could be made. She also expressed hope that the group contributed comments and suggestions to help enhance services and support. Additionally, she stated that she hopes participants gained a better understanding of the English Learner process, including EL placement, ELPAC, and the pathways from English Learner status to earning the State Seal of Biliteracy as well as different programs that are available to our English Learner and IB programs depending on the school attending. Not everyone knows about the AVID program. Jinder shared that only three schools in the district currently offer AVID programs. She also noted that one survey question, "Do you feel welcome?", received 406 responses, with all 406 parents answering "yes." Jinder emphasized that one of the biggest takeaways from the survey is the importance of being present at school sites and encouraging other parents to become involved. One way to get involved is through ELAC at their school site.

Next Meeting will be on October 1, 2026
CLOSURE: DELAC Meeting adjourned at 5:57 p.m.