

2026-2027 LCAP Presentation Questions from Parents/Guardians

On May 13, 2026, a meeting of the District Parent Advisory Committee and the District English Learner Advisory Committee was held to share proposed updates to the 2024-2027 LCAP. Below are questions asked by attendees, followed by answers to the questions.

- 1. Will the presentation be shared?** Yes, here is a PDF link to the slide presentation: [LCAP Presentation 5.13.26](#)
- 2. At the top of the slide are the percentages the overall number or specific for the group of students?** Yes, the data at the top of slide 4 shows the overall percentage of students demonstrating proficiency in December and then again in March in Reading and Math. The growth indicates that students across the district are 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."
- 3. What percentage of chronically absent students are not at grade level?** Based on the Spring administration of the iReady assessment:

iReady Reading (Spring)

- About 28% are significantly below grade level
- About 56% are below or approaching grade level
- About 29% are at or above grade level

iReady Math (Spring)

- About 28% are significantly below grade level
- About 64% are below or approaching grade level
- About 20% are at or above grade level

These percentages demonstrate a strong connection between chronic absenteeism and academic performance, particularly in math and reading.

- 4. Do we have data showing how iReady correlates to state assessments?** iReady, along with a variety of assessments, provides teachers with ongoing progress monitoring throughout the year. These periodic assessments help project student readiness for state

assessments like SBAC. The district also continues reviewing assessment tools to ensure strong alignment to state standards and assessments.

5. **What happened to the reclassification rates?** The 2025–26 reclassification rate is still being finalized now that ELPAC and SBAC scores are available. Students may also continue meeting criteria through iReady assessment results.
6. **What does the reduction of chronic absenteeism look like at each school?** Each site has expanded attendance practices and maintains an attendance team that meets regularly (weekly or monthly). Teams typically include the Site Administrator, School Social Worker, Community Schools Coordinator, Attendance Clerk, and Community Liaison. The teams analyze attendance trends using PowerSchool data and identify students at risk of chronic absenteeism. Strategies include: SART meetings, one-on-one check-ins, parent phone calls, home visits, attendance incentives, and SARB referrals when needed.
7. **Why not apply guided play in Kindergarten and 1st grade?** The Learning Foundations provide guidance for PK–3rd grade learning. The district has begun conversations about expanding play-based learning practices into additional elementary grades to reinforce academic concepts and language development.
8. **Why do TK playgrounds lack shade?** This concern will be shared with the Business Office for further review and consideration as part of future planning discussions.
9. **What will ELIRTs look like next year?** ELIRTs will continue supporting teacher capacity in delivering high-quality designated and integrated ELD instruction. At the elementary level, they will also support implementation of the new social studies curriculum with an emphasis on accessibility for all learners.
10. **How often are classes going to Makerspace or TREC?**

Elementary

- Grades 3–5 currently attend every other week
- Next year, 2nd grade will also be included
- Some teachers choose to attend weekly
- TK–1st may also participate

The long-term goal is for all elementary grades to attend every other week.

Middle School

- Participation occurs through elective courses.

11. What is happening next year with PS Arts? Arts programming will look different next year due to new funding that supports certificated arts staff. Plans include:

- Hiring a middle school theater teacher
- Hiring elementary music and arts teachers
- Continuing lunchtime engagement opportunities and other programming through PS Arts
- Maintaining before- and after-school arts opportunities through Expanded Learning and community partnerships

The district continues seeking grants and funding sources to support enrichment opportunities.

12. Can students with IEPs or behavior plans still be identified as gifted? Yes. All students are screened for GATE in 3rd grade unless families opt out, including students with IEPs or behavior plans. The district also uses additional qualification criteria such as:

- Consecutive years of SBAC performance
- Teacher recommendations
- Other academic indicators

The Naglieri assessment also measures strengths in areas beyond traditional reading and writing performance.

13. Can these assessments be given to students before 3rd grade? Currently, we do not administer the Naglieri (NNAT3) assessment before 3rd grade. While young children can certainly demonstrate advanced abilities, research suggests that gifted identification at very early ages can be less stable over time as students continue developing academically, socially, and linguistically. We also want to ensure students have had sufficient time and opportunity in school to demonstrate their strengths across different learning environments and experiences before participating in GATE identification.

14. Can there be additional classroom support when there are many students with IEPs?

The district values this feedback and will take these suggestions into consideration during development of the next three-year LCAP cycle.

15. Are there concerns about snack options such as Baked Hot Cheetos? Expanded

Learning programs follow the Nutrition Guidelines established by Food Services. Alternative snack options can also be provided when families communicate dietary restrictions or concerns. The district also has a Wellness Committee that families and staff may participate in.

16. Is there guidance about healthy snacks during SBAC testing? The Nutrition and

Wellness Services webpage provides resources and recommendations for healthy snack choices. Staff can also provide additional healthy snack suggestions to families. For more information: [Nutrition and Wellness Services](#)

17. Is there a Wellness Committee meeting or link available? The next Wellness

Committee meeting will take place Monday, May 18, 2026, both in person at the District Office and via Zoom.

18. What is the next step in the LCAP process, and when can families provide feedback

again? This year's presentation reflects Year 3 feedback and outcomes. Next year, the district will begin developing new actions for the upcoming three-year LCAP cycle and will return to DELAC and DPAC for additional input. Families may also provide feedback through:

- LCAP surveys
- School Site Council (SSC) meetings
- Community Schools Advisory Councils (CSAC)
- DELAC and DPAC meetings

Suggestions & Community Feedback

- **Comment: Smaller class sizes would help students.** The district appreciates this feedback and will take it into consideration during development of the next LCAP cycle.
- **Comment: A healthier diet supports healthy minds.** The district continues expanding healthy food options in alignment with nutrition guidelines and values feedback from families through the Wellness Committee.