

**Superintendent Responses to Comments from the
District English Learner Advisory Committee (DELAC)
June 2026**

2026-27 LCAP Goal	Committee	Comment	Response
Goal 1 Academic Excellence			
Goal 1: Academic Excellence	DELAC	The District should ensure that schools allocate a fund exclusively for tutoring and an intervention program for English Learners. It should be based on the students' needs throughout the school year. The tutoring should focus on English and math remedial and leveling courses to support students. Tutoring should be offered for one hour after school, and the intervention program should be offered during the school day. The duration of the intervention program should be based on the students' needs. Additionally, tutoring should be offered on Saturdays, focusing on the English Language Proficiency Assessments for California (ELPAC) exam. It should begin approximately two months prior to the exam being administered. In order to be measurable, a diagnostic exam should be required at the beginning, then a formative exam to assess progress, and subsequently a summative exam to determine the final result. To ensure student attendance, it is important to provide transportation services for students to return home.	Dedicated support for Emergent Bilingual (EB) students includes timely, targeted intervention in English language development and mathematics based on identified student needs. Schools provide intervention and acceleration opportunities during the school day through push-in support, designated English Language Development (ELD), and targeted intervention programs, as well as after school and on Saturdays. In addition, three cycles of Expanded Learning Opportunities Program (ELOP) acceleration/enrichment programs are offered to support students with language and academic needs, including ELPAC preparation and literacy development. Schools regularly monitor student progress using diagnostic, formative, and summative assessment data, including ELPAC and i-Ready, to guide instruction and intervention support. Transportation services are also available for eligible students, with parent sign-up required. Goals, actions, and associated funding are outlined in the LCAP, such as contained in Goal 1 actions and Goal 6 actions specific to English Learner Supports and can be monitored through the Budget Transparency and Open Data platforms. Budget Transparency can be accessed: https://budgettransparency.lausd.net/ Open Data can be accessed: https://opendata.lausd.org/
Goal 1: Academic Excellence	DELAC	The District should ensure that there are an increased number of schools offering dual language programs. The District should provide more trainings regarding the CHOICES program. They should also expand the in-seat availability in the CHOICES program, in order to motivate students' interests in a future professional career. This should begin in elementary school and continue through high school.	The District continues to explore ways to expand Dual Language Education (DLE) programs based on family and student interest and school capacity. Ongoing training and support are provided to strengthen high-quality TK–12 multilingual learning pathways, including support related to the CHOICES program and college and career readiness opportunities. Efforts also continue to expand awareness and access to multilingual and career pathway opportunities that support long-term student engagement and future professional goals. The long-term goal remains for 1 in 3 students to graduate bilingual or multilingual and earn

**Superintendent Responses to Comments from the
District English Learner Advisory Committee (DELAC)
June 2026**

2026-27 LCAP Goal	Committee	Comment	Response
			the California Seal of Biliteracy.
Goal 1: Academic Excellence	DELAC	The District should provide teachers with: • Bilingual training • A teacher's assistant for each classroom with more than 20 students. • Training, but not just for all teachers, it should also be provided to principals and school staff on how to handle adverse situations with students (bullying/mental health).	Classroom staffing, language support, and behavioral and mental health training for school staff are important to support students. Students have diverse, individual needs. Staffing at schools is determined through a number of factors including student enrollment, program requirements, and funding to support diverse student learning needs. Schools hire bilingual staff to support classroom instruction including the use of instructional staff in classrooms to support teachers. In addition, principals and school staff receive annual and ongoing professional development on supporting students with appropriate learning behaviors and implementing schoolwide positive behavior interventions and supports. School staff such as Psychiatric Social Workers (PSWs) provide students with counseling and trauma-informed interventions, among additional services as well as consult with teachers about student behavior and emotional needs.
Goal 1: Academic Excellence	DELAC	Teachers should share their educational plans for English Learners with parents, as well as provide parents with training on the i-Ready platform. Teachers should also share their goals on what they want to achieve during the school year in terms of academic improvement and reclassification.	The District values the partnership with parents in supporting their children's academic success and English language development. The District continues to expand parent training opportunities within schools on the use of assessment and diagnostics on digital platforms such as i-Ready and how the information assists students in the classroom, as evidenced from a Family Academy presentation . Beginning-of-year meetings at school sites and teacher-parent meetings throughout the year provide opportunities for parents to connect with their child's teacher(s) on academic goals including progress on English language fluency.
Goal 1: Academic Excellence	DELAC	The District should inform and offer annual trainings to the parents of English Learners with IEPs regarding academic resources and funds, and how parents can apply for them in a timely manner.	The Division of Special Education will collaborate with the Multilingual Multicultural Education Department (MMED) to discuss the possibility of an annual parent workshop on dually identified students.

**Superintendent Responses to Comments from the
District English Learner Advisory Committee (DELAC)
June 2026**

2026-27 LCAP Goal	Committee	Comment	Response
Goal 2 Joy and Wellness			
Goal 2: Joy and Wellness	DELAC	The District should provide a permanent, District paid PSW, PSA, and nurse for all schools, regardless of size. The number of workdays would depend on the number of students at each school. We suggest: Small schools with up to 500 students, 3 working days and; Large schools with 1500 students or more, 5 working days.	The District recognizes the importance of Psychiatric Social Workers (PSWs), Pupil Services and Attendance (PSA) Counselors, and nurses in supporting student wellness and success. At the January 2026 PAC meeting, the District's Chief Financial Officer shared that the District continues to fund a full-time nurse at each school and schools with 600 students or more receive a full-time PSW. Schools with 1,200 students or more receive an additional full-time PSW. Schools with a chronic absenteeism rate of 35% or higher receive a half-time PSA counselor. Schools also have SENI funds to further supplement services for students from low-income families, students in foster care, and English Learners. Overall, the District allocates support staff to schools using a number of factors, such as student enrollment, student need, and program requirements. The District will continue to explore opportunities to increase student supports through state and federal funding sources. Collective Bargaining Agreements will go to the Board in June 2026.

**Superintendent Responses to Comments from the
District English Learner Advisory Committee (DELAC)
June 2026**

2026-27 LCAP Goal	Committee	Comment	Response
Goal 3 Engagement and Collaboration			
Goal 3: Engagement and Collaboration	DELAC	The District should again provide funding to motivate and incentivize the parents of English Learners to attend workshops, training sessions and English language instruction. This will help motivate families to be involved and will encourage improved communication that will be a support system between families and the school.	While providing incentives can support attendance at workshops, the District ensures that any use of funds aligns with applicable statutes, guidelines, and policies. In addition to exploring allowable incentives for participation, the District prioritizes meaningful, accessible, and culturally responsive opportunities that build parents' capacity to support their children's education. Efforts will continue to focus on reducing barriers to participation, such as offering flexible meeting times, virtual options, childcare, and translation services.
Goal 3: Engagement and Collaboration	DELAC	The District should strengthen communication between schools and families by unifying their communication systems. We suggest that schools send out a survey at the beginning of the school year in order to identify parents' preferred communication methods, the types of workshops they would like to attend, and the areas where they would like to participate within the school and at what times, also considering in-person or hybrid learning. We also suggest encouraging involvement in committees such as ELAC and SSC. Additionally, at the end of the year, a survey should be sent to all parents asking them to identify areas for improvement for the next school year. Each school principal should share an end-of-year report on: ● Academic improvements ● Number of students reclassified ● Events ● Investments ● Expenses, etc.	Los Angeles Unified continues to explore ways in which communication with families is uniform and streamlined, including having central offices share announcements with families via a weekly newsletter. Region offices and school sites will continue communicating with families using various means of communication, including FinalSite texts, emails, and voice messages. The District explicitly encourages schools to survey their families throughout the year to learn about family interests and to capture parent feedback on school-level parent engagement experiences, programs, and practices. Identifying participation on committees is an area of focus in the LAUSD Strategic Plan, and the District promotes the ELAC and SSC in various ways, including through digital platforms, social media posts, and through public service announcements from District leadership in video format, in both <u>English</u> and <u>Spanish</u>. In May 2026, the District launched the "LAUSD Weekly Family Newsletter" where families will receive a single, consolidated weekly update each Wednesday via text message, which will include a link to an online newsletter. This newsletter highlights Districtwide announcements, upcoming events, key deadlines, and relevant resources. All issues are also accessible on the District website for convenient, on-demand access.

**Superintendent Responses to Comments from the
District English Learner Advisory Committee (DELAC)
June 2026**

2026-27 LCAP Goal	Committee	Comment	Response
Goal 4 Operational Effectiveness			
Goal 4: Operational Effectiveness	DELAC	In the event of maintenance issues, request additional staff who can efficiently and immediately address the needs of the school, as there are delays in response times. Allocate a dedicated fund, to be used at the principal's discretion, for pressing emergencies.	As part of its standard operating procedures, the District's Facilities Maintenance and Operations (M&O) Department supports schools by responding to Emergency requests within 2 hours, and Urgent requests within 48 hours.
Goal 4: Operational Effectiveness	DELAC	The District should provide each school with a security system, including a doorbell and camera at the school entrance. We suggest installing cameras both outside and in the internal hallways of the school buildings. The District should inspect schools that have experienced high-risk situations involving students and develop strategies and implement resources to address situations of major harm. Examples of Strategies: Partnerships with the LAPD / Gun control training for students / Extra surveillance during entry and dismissal times. Examples of resources: Metal/weapon/drug detectors.	As part of the Safe Schools initiative, secure entrance systems are being installed at all school sites (camera, intercom, and buzzer). Phase 1 consisted of elementary schools and was completed in April of 2025. The District is currently in Phase 2, installing secure entrance systems at middle and high schools. Of the 113 sites, 56 have been completed.



**Superintendent Responses to Comments from the
District English Learner Advisory Committee (DELAC)
June 2026**

2026-27 LCAP Goal	Committee	Comment	Response
Goal 5 Investing in Staff			
Goal 5: Investing in Staff	DELAC	The District should allocate additional funding to provide middle and high schools with a Math and English Coordinator. These coordinators would support all students, including English Learners.	The District is funding 96 Literacy Interventionists for middle school students who are three or more grade levels behind in reading (per i-Ready). Schools also have the flexibility to fund an ELA or Math Intervention Coordinator to support site-level instruction.
Goal 5: Investing in Staff	DELAC	The District should allocate in its budget the payment of 3 hours per day for 5 days per week, plus benefits for the Community Representative. The school should also have the opportunity to purchase more hours as needed. The Community Representative's role is important. They are the link between the school and the family. They keep the parents informed and involve them in the school's activities. They support the principal and the school staff, as well as support families when they are in adverse situations.	The District is planning to increase paid hours for Community Representatives at school sites with 200 or more enrolled students. All schools with enrollment exceeding 200 students, which is the vast majority of LAUSD schools, will be allocated one six-hour Community Representative, with phased implementation beginning in the 2026-27 school year based on SENI indicators.

**Superintendent Responses to Comments from the
District English Learner Advisory Committee (DELAC)
June 2026**

2026-27 LCAP Goal	Committee	Comment	Response
Goal 6 English Learner Supports			
Goal 6: English Learner Supports	DELAC	For English Learners who are close to the score needed to reclassify, allow the teacher, along with the English Learner Coordinator, to determine their reclassification if they obtained a level 3+ on the ELPAC exam. Additionally, we require that schools, specifically the English Learner Coordinator, improve communication with the parents so that parents can provide their students with the support needed at home in order for them to meet their goals.	The reclassification criteria, including the required ELPAC level, is established by the California Department of Education, and schools are required to follow these state guidelines. At this time, the criterion for reclassification is a Summative ELPAC Level 4 or Summative Alternate ELPAC Level 3, and schools cannot make local determinations that differ from these requirements. Schools continue to monitor student progress closely and provide targeted instructional support, intervention, and acceleration opportunities to help students reach reclassification goals. Effective communication with families is also essential. Schools, counselors, EL Designees, and support staff are expected to keep parents informed and provide workshops, resources, and guidance so families can support students in reaching their language development and academic goals.
Goal 6: English Learner Supports	DELAC	We request that the District ensure that all schools with English Learners have a bilingual counseling professional beginning in the first year of schooling until graduation, so that they can create a graduation plan that will focus on both the academic and psychological well-being of the student.	Schools support Emergent Bilinguals (EBs) through counseling services available on campus, as well as through District programs and support staff who assist with academic planning, graduation pathways, college and career readiness, and social-emotional well-being. Schools also collaborate closely with the counseling department and provide professional development for counselors to ensure they are aware of EB needs, graduation requirements, language acquisition, and available supports for students and families. EL Designees, counselors, support staff work together to monitor student progress and ensure students receive appropriate academic and language support. When bilingual staff are available, schools work to connect students and families with those services to strengthen communication and engagement. Ongoing planning and resource allocation continue to consider ways to strengthen counseling and social-emotional support for EBs from elementary through high school graduation.
Goal 6: English Learner Supports	DELAC	The District should advocate for Policy 6890.5 alongside other counties and parents who have organized so that this petition is heard, valued, and considered by the State. This policy allows for the	The Division of Special Education works in partnership with the Multicultural and Multilingual Education Department (MMED) and Office of Government Relations (OGR) on all relevant proposed legislation. The District implements Policy Bulletin 6890.5 Reclassification



**Superintendent Responses to Comments from the
District English Learner Advisory Committee (DELAC)
June 2026**

2026-27 LCAP Goal	Committee	Comment	Response
Goal 6 English Learner Supports			
		reclassification of students with an IEP according to their abilities. LAUSD should create partnerships with other districts, parents and families who have organized to collect signatures and present them as support from the community at large. We also request that all school staff be provided with a copy of a student's IEP throughout the student's educational trajectory in the Special Education Program. It is very important that this be done in order to continue supporting the student's progress.	Procedures for English Learners with Disabilities, which focuses on how English Learners with disabilities are reclassified to Fluent English Proficient (FEP). School staff have access to relevant information from the IEP to provide support to students with disabilities via the District's student information system. This includes accommodations and modifications, annual goals, as well as behavior support plans.



Superintendent Responses to Comments from the
District English Learner Advisory Committee (DELAC)
June 2026

2026-27 LCAP Goal	Committee	Comment	Response
Goal 7 Black Student Achievement Plan Implementation			
Goal 7: Black Student Achievement Plan Implementation	DELAC	Continue supporting BSAP, in order that BSAP students and schools can continue to receive academic and behavioral support so that all students can succeed.	BSAP implementation will continue across the four Regions and is open to all students. Investments to support all students include college readiness and A-G completion supports, intervention teachers and instructional support staff, and programs addressing school connectedness and belonging.