

**Superintendent's Response to Spring 2021 District English Language Learner Subcommittee
(DELLS) Feedback for the 2021-24 LCAP**

June 30, 2021

1. Top Priority: Multilingual family engagement staff at schools

School sites are receiving allocations for community positions to ensure that there are community/family engagement positions at all school sites. In a memo to notify schools of their allocations, it was recommended that where possible, schools are asked to consider hiring community members, who may be multilingual. During the 2021-22 school year, we will develop guidelines for school sites to clarify expectations around family engagement supports, especially translation and interpretation. We will share draft guidelines with PSAC and its subcommittees, including DELLS, once these are complete for input and feedback.

2. Ensure that as families request language programs for their students and schools, funds are available to support the requests. Also, language programming must expand for students to have access in more languages.

As demand for multilingual programs increases, school sites would need to request additional language programming through the Proposition 58 process. The English Language Learner and Multilingual Achievement (ELLMA) team will also continue to monitor access to multilingual programs districtwide, as outlined in LCAP Goal 1.

3. There is also strong advocacy to ensure that ELLs with IEPs across the spectrum of need are not excluded from the language programs provided at school sites, that there is support for their participation, and that they are prioritized within interventions.

Yes, LCAP Goal 2 provides these details. Additionally, one-time investments for academic acceleration are also indicated, especially in the Expanded Learning Opportunities Plan.

4. Additional DELLS Suggested Investments beyond those prioritized above:

a. Set Aside Funds for Unaccompanied Minor Support

We agree that this is a priority area. There are currently targeted supports identified for this student group in LCAP Goal 2.

b. Staff Time to Orient and have Dialogue with Families of ELLs with IEPs before & after they assessments

Please provide more detail on the vision for how this might be implemented. Staff are currently expected to have a dialogue with families for all students, including families of ELLs. We will follow up with DELLS in the 2021-22 school year once we have a better understanding of the specific issue and potential solutions.

- c. Small Group Instruction & Intervention for ELLs with special attention to those with IEPs, including providing the mandated 30 minutes of Designated ELD to ELLs with IEPs**

Yes, LCAP Goal Area 2 outlines funded supports for small group instruction and intervention for focal student groups, including both ELLs and students with disabilities. There are also one-time investments for academic acceleration. Designated ELD is required by law for all ELLs, and staff are expected to teach Designated ELD. If there are concerns that a student is not receiving ELD instruction, this concern should be raised with the teacher and principal.

- d. Individualized Mentoring & Mental Health Support (can include expanding the number & reach of academic mentors already providing support at some schools)**

This was provided as an option to school sites to increase the mental health programs currently designed to expand services in this way. We will provide DELLS with a detailed list of one-time COVID relief-funded investments by school site in fall 2021 once these investments are finalized.