



**Superintendent Responses to Comments from the
District English Learner Advisory Committee
(DELAC)
June 2025**

2024 LCAP Goal	Committee	Comment	Response
Goal 1: Academic Excellence	DELAC	What is the Los Angeles School District doing for students who graduate from 12th grade and are not reclassified. How monitoring continues after graduation.	The Multilingual Multicultural Education Department (MMED), in collaboration with regional staff and schools, closely monitors the progress of English Learners (ELs) to ensure ELs reclassify before they graduate. To support this effort, MMED has established clear protocols for schools' Student Support and Progress Teams (SSPTs) to monitor EL progress at the school-wide level, by typology groups, and individually. These teams are responsible for identifying targeted acceleration and enrichment strategies to ensure that ELs meet the criteria for reclassification before reaching LTEL status. To further strengthen reclassification outcomes, MMED has made strategic staffing investments at the high school level, including the placement of dedicated International Newcomer Counselors/Coaches to support International Newcomer ELs through graduation. MMED is also working in close partnership with the Division of Special Education to ensure that English Learners with disabilities receive the necessary supports and services to make meaningful progress toward reclassification before they graduate.
Goal 1: Academic Excellence	DELAC	Daughter in Elem. School has good teachers they need to raise funds for gardner, music, art, dance	The District will continue to plan, develop, design and construct new ADA improvement projects such as greening spaces that will provide students and communities with equal opportunity access to programs and activities on campuses. Los Angeles



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			Unified develops, promotes and implements a comprehensive standards-based visual and performing arts education program available to all students at all grades levels. All LAUSD students, from every culture and socioeconomic level, deserve quality arts learning in dance, music, theatre, visual and media arts as part of the core curriculum.
Goal 1: Academic Excellence	DELAC	What is the instructional format used in the classroom?	Los Angeles Unified classrooms use high-quality, standards-based instruction that is culturally responsive, inclusive, and personalized to meet student needs. Teachers use technology and data to guide learning and ensure all students are prepared for college, career, and life.
Goal 1: Academic Excellence	DELAC	What is the District's Strategic Plan for mental health support for students who do not pass the exam and are feeling a sense of failure. For students who are in middle school and high school.	Los Angeles Unified supports middle and high school students' mental health through counseling, wellness centers, and social-emotional learning. Students who feel a sense of failure get access to trained staff, telehealth, and programs that build resilience and emotional support.
Goal 2: Joy & Wellness	DELAC	Teachers should refrain from communicating their ideologies or thoughts on the LGBTQ community to students. Keep your way of living and your personal life private. Respect the values that students hold and not harm them. Teachers play a significant role because students spend most of their day with their teachers.	The District follows local board, state, and federal mandates for policies and practices. LAUSD policies and practices are in line with all protected categories/populations. In CA, the FAIR Education Act provides guidance for the inclusion and celebration in our academic content areas of the contributions from native populations, people with disabilities, and LGBTQ+ people. They join past integrated policies



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			celebrating contributions of women, African Americans, LatinX, Asian American, Native Americans, etc. All categories of staff in LAUSD, including teachers, provide support and encouragement for all students and families in our communities. The District is committed to providing a safe space by treating every staff member, parent/caregiver, and student with respect and dignity.
Goal 2: Joy & Wellness	DELAC	What other option do students in 12th grade have if they have not been reclassified but want the certificate of biliteracy. The district should provide more information about bilingualism.	Even if English Learners are not reclassified, all 12th grade English Learners could obtain the Seal of Biliteracy as long as they meet the English Language and the Language Other Than English (LOTE) requirements. The Multilingual Multicultural Education Department (MMED) regularly hosts virtual informational meetings and celebratory pep rallies for educators, students, and families. These events are promoted through various platforms, including social media (Instagram and Facebook), teacher groups on Schoology, the MMED website, and family webinars.

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Goal 2: Joy & Wellness	DELAC	Ensure that schools comply with the reclassification of newcomer students in elementary school, with reclassification as the goal.	The Multilingual Multicultural Education Department (MMED) has developed streamlined systems to ensure the timely reclassification of English Learners (ELs) who meet the established criteria in elementary schools. Once an EL, including International Newcomers, meets the K–12 reclassification criteria, reclassification is processed within 24 hours. To ensure consistent implementation of these procedures, MMED and Regional staff closely monitor the progress of all ELs and take proactive steps to ensure qualifying ELs are reclassified.
Goal 2: Joy & Wellness	DELAC	Require nurses in schools, provide monitoring, and make sure they are bilingual.	All K-12 schools are allocated a full-time school nurse. The District has hired over 300 school nurses in the past two years, and it continues to actively recruit for nursing positions. School nurses provide first aid and emergency care; treat ill or injured students; perform state-mandated screenings such as vision, color vision, and hearing tests; collaborate with parents/families whose children require medical follow-up; provide students/families with referrals to physical health or mental health resources; follow up with immunizations and communicable diseases; administer medications per a healthcare provider's order; perform procedures such as tube feedings, catheterizations, diabetic management, and other protocols as ordered by a healthcare provider; perform health assessments; assess student's health history and current health status for IEPs; among

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			other duties. The District has bilingual nurses who speak languages such as Spanish, Tagalog, Armenian, and Russian.
Goal 2: Joy & Wellness	DELAC	Improve parent engagement by giving them the opportunity to participate in the lessons so that children feel more supported and provide support to parents who do not have the knowledge to support their children.	Los Angeles Unified values the essential role parents play in supporting student learning. The LCAP's Engagement and Collaboration goal includes a metric that reflects this, measuring the percentage of parents who report receiving instructional resources to support their child's education. In 2024–25, this metric showed a 0.6% increase from the previous year, indicating continued efforts to strengthen support for families. The District strives to increase this outcome, as reflected in its Target for Year 3 Outcome on the LCAP.
Goal 2: Joy & Wellness	DELAC	It is important for a student to have communication with their teachers. Before school begins, have schools ensure/verify that English learner students have the necessary classes.	The District is committed to ensuring equitable access and personalized learning for all students, especially English Learners. Schools will work proactively to verify that English Learner students are placed in the correct courses before the school year begins. Additionally, the District emphasizes strong student-teacher communication through culturally responsive practices and targeted support so every student feels connected and empowered to succeed.
Goal 2: Joy & Wellness	DELAC	Daughter has ADHD, struggled during COVID, currently happy with the school, school staff supports the students well and they are able to receive supports needed.	Los Angeles Unified strives for all of our schools to offer a welcoming environment so that our students and families can thrive.

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Goal 2: Joy & Wellness	DELAC	Attends mental health workshops, safety at her site, Kid Watch, is very well.	Los Angeles Unified values building strong connections between families and schools through efforts like mental health workshops, campus safety initiatives, and other programs. Parent involvement truly makes a difference in building that sense of community.
Goal 2: Joy & Wellness	DELAC	Prioritize mental health and a safe environment, and we want to invest in mental health through assistance and learning.	The Student Mental Health and Wellness Services Branch is leading a transformative approach to school-based mental health by integrating comprehensive support systems directly into the learning environment. With over 750 Psychiatric Social Workers (PSW), students have access to the care they need to succeed in safe, inclusive spaces that build emotional resilience. Student and Family Navigators, Coordinators, Health Care Advocates, and Organizational Facilitators strengthen critical partnerships, connecting families to essential resources and support networks. Additionally, 59 Black Student Achievement Plan (BSAP) PSWs provide culturally responsive intervention to further promote mental health equity. Los Angeles Unified is also expanding access to mental health care through telehealth, which enables students to connect with therapists via video conferencing technology from school or home. Families are now able to request these services through the Parent Portal.
Goal 3: Engagement &	DELAC	Academic workshops on comprehension subjects, in-person workshops, not via Zoom	The District continues to offer professional development for teachers across content areas, both

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Collaboration			in-person and online, to ensure ongoing support and high-quality instruction for students.
Goal 3: Engagement & Collaboration	DELAC	Workshops for new parents of English learners at the beginning of the school year. The parent coordinator should offer workshops based on parents' ideas.	During English Learner Advisory Committee (ELAC) meetings, families are encouraged to provide input and share feedback regarding the information they need to support their child's academic success. All schools are required to conduct orientation meetings and parent workshops at the beginning of the school year to review the programs and services available for English Learners. These sessions include information on English Learner identification, required parent notifications, pathway recognitions, the Seal of Biliteracy, and the criteria for reclassification. Additionally, the District hosts Regional Ambassador meetings, where families receive valuable resources and information to help support their children at home.
Goal 3: Engagement & Collaboration	DELAC	How the district is handling reclassification with an alternate curriculum for students who have a kindergarten level and are in high school.	For English Learners (ELs) on an alternate curriculum, the District implements a personalized reclassification process aligned with updated state guidelines. All ELs, including those with disabilities, must demonstrate English language proficiency, scoring Level 4 on the ELPAC or Level 3 on the Alternate ELPAC to be eligible for reclassification. The process involves collaboration with the IEP team, including school staff and parents, and considers multiple measures such as English proficiency, progress in the alternate curriculum, and team input.

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Goal 3: Engagement & Collaboration	DELAC	I think more community involvement - bringing professionals from the community to engage with the students.	Los Angeles Unified strongly supports increased community involvement and actively works to connect students with professionals from diverse fields. This is accomplished through a variety of initiatives, including Linked Learning and Career Pathways Programs. These programs integrate academics with real-world experiences by partnering with local industries and professionals to provide students with mentorships, internships, and career exposure. The District has a variety of partnerships with community organizations as well. Additionally, schools collaborate with nonprofit and business partners to bring programs, guest speakers, and experts into classrooms and school events. Los Angeles Unified remains committed to expanding these opportunities to ensure students benefit from strong school-community connections that support both academic and personal development.
Goal 3: Engagement & Collaboration	DELAC	Provide better announcements for ELAC/SSC/Parent conferences meeting. Feels if the school staff needs participation, she is called, however for said meetings she never hears about.	Los Angeles Unified recognizes that timely and effective communication is critical to ensure meaningful parent participation in school committees such as ELAC, SSC, and parent conferences. To support this, the District monitors how schools provide required meeting notices in line with state law and District policy, including posting agendas at least 72 hours in advance in visible areas and online. Schools use multiple communication methods, such as BlackBoard messages, flyers, and teacher outreach;

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			and Parent and Family Center staff receive monthly training to support family engagement and promote participation. Evidence of outreach is collected through an online portal monitored by Region Family and Community Engagement teams. This feedback will be shared with school staff during future trainings to strengthen outreach and communication practices.
Goal 3: Engagement & Collaboration	DELAC	Ensure that schools offer hybrid platforms where parents are informed of what happens in their schools, e.g.: Coffee with the Principal, committee and council meetings. Also use all means of communication and resources: computer or hard copy, to improve communication and stay better informed, since parents cannot come to or enter their schools.	Los Angeles Unified employs a multifaceted approach to ensure parents remain informed and engaged. This includes offering hybrid platforms for meetings and utilizing diverse communication methods to accommodate all families. To keep parents informed, the District employs multiple communication tools, one of which is the LAUSD Mobile App 3.0. This App serves as a comprehensive portal, providing updates on student progress, school events, and important announcements, allowing parents to access their child's academic records, attendance, and other essential information. For families with limited digital access, schools distribute hard copies of newsletters, meeting agendas, and other pertinent documents. These combined efforts ensure that all parents, regardless of their ability to physically visit schools, remain connected and informed about their children's education.
Goal 3: Engagement & Collaboration	DELAC	Give students an extra credit point when their parents attend events, meetings, or Coffee with the Principal. This is a great way to motivate	Although not required for schools, individual teachers may offer extra credit at their discretion, as outlined in school-specific policies. Los Angeles Unified

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		students. The more parent volunteers we have in our schools, the more successful we will be with our children.	encourages families and community members to volunteer their time, when able and available, knowing that student achievement increases with robust family engagement.
Goal 3: Engagement & Collaboration	DELAC	Monitor the Parent Center and Coffee with the Principal without giving notice.	Region Family and Community Engagement teams provide monthly training to Parent and Family Center personnel and regularly visit school centers to support family engagement. Most schools prepare a calendar that promotes Coffee with the Principal meetings and workshops. School sites also release a monthly Family Course Catalogue promoting opportunities for parents to engage with the school site.
Goal 3: Engagement & Collaboration	DELAC	Have communication with schools and parents via email, phone calls, and texts regarding school matters.	Los Angeles Unified employs a comprehensive communication strategy to ensure parents are well-informed about school matters. This includes utilizing email, phone calls, and text messages released through the BlackBoard Connect system. BlackBoard Connect is regularly used by school sites, and messaging may include the release of weekly communications notifying parents about events and resources available at the school site weekly.
Goal 3: Engagement & Collaboration	DELAC	There should be more engagement in parent centers	The District actively promotes increased engagement in Parent and Family Centers through a variety of initiatives designed to empower families and strengthen school-community partnerships. Parent and Family Centers serve as hubs for learning, offering workshops on topics such as understanding

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			instructional standards and assessments, communication with educators, and strategies to support children's learning at home. These centers also provide information on social and emotional development, college readiness, and access to community resources. The District plans to work with Parent and Family Center personnel during their monthly professional development sessions to make public the engagement hosted in the center and at the school site.
Goal 3: Engagement & Collaboration	DELAC	Community reps should promote the parent center more and set goals for them. There should be a goal for community reps, and if they don't meet it, there should be monitoring.	Los Angeles Unified emphasizes the importance of community representatives (community reps) in fostering parent engagement through Parent and Family Centers. During the 2025-26 school year, the Office of Student, Family and Community Engagement and Region Family and Community Engagement teams will work with Parent and Family Centers to post their Strategic Plan-aligned measures for family engagement and to share them with engaged families.
Goal 3: Engagement & Collaboration	DELAC	Schools should have a community rep trained to provide services to parents.	Community Reps are expected to participate in professional development and training sessions offered monthly by the Region Family and Community Engagement Team. These sessions equip them with the skills and knowledge of District initiatives needed to effectively support parents and families.
Goal 3:	DELAC	Make a motion at the councils (ELAC) at the	The California Department of Education establishes

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Engagement & Collaboration		beginning of the first meeting: community reps should get involved in school councils. And there should be a report from the Community Rep.	procedures for the composition of ELAC membership. Staff members who wish to join ELAC may do so by running for one of the available non-English Learner parent seats.
Goal 3: Engagement & Collaboration	DELAC	Parent workshops to learn how to navigate the local and state SPSA budgets	Los Angeles Unified provides training for parents to build their understanding of school and District budgets, including the School Plan for Student Achievement (SPSA) and its alignment with local and state funding priorities. Schools host annual budget consultation sessions for parents and the community, while school sites and the Family Academy offer workshops explaining how the SPSA is developed and how funds are allocated. Parents serving on School Site Councils and other school committees also receive training on interpreting budgets, understanding funding sources such as Title I, and monitoring SPSA implementation. During 2024-25, over 2,300 parents participated in the Districtwide trainings. The District continues to support school personnel by providing access to budget resources and training modules through the SFACE website. In the upcoming school year, the District will launch a new budget transparency tool developed with input from representatives of District parent committees.
Goal 3: Engagement & Collaboration	DELAC	Train the Community Representative at the Parent Centers well so that they are professional with all parents and do not show favoritism toward other parents.	Los Angeles Unified emphasizes the importance of professionalism and impartiality among Community Reps at school Parent and Family Centers. While specific policies regarding favoritism are not explicitly

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			detailed, the District provides comprehensive guidelines to ensure that Community Reps maintain a welcoming environment for all parents. The Office of Student, Family and Community Engagement plans to arrange training for the Parent and Family Center with Region Family and Community Engagement teams to review expectations regarding engagement with all families.
Goal 3: Engagement & Collaboration	DELAC	A call to parents, they need to get more involved in their schools to ensure their children are doing well academically.	Schools have parent centers to encourage and sustain dynamic engagement within the school community. These centers are meant to assist parents and families in supporting the academic and socio-emotional well-being of their children. The District encourages parents and families to connect with their school sites to address this need and initiate dialogue.
Goal 3: Engagement & Collaboration	DELAC	She encourages her daughter to participate in Leadership opps. Her child is in Elem. and feels the schools are announcing when these opportunities are available.	Los Angeles Unified strongly supports the development of student voice and leadership from an early age. While formal voting roles are not assigned to elementary students in school governance, many schools incorporate student councils, leadership activities, and civic engagement lessons to help young learners understand democratic processes and build confidence in expressing their ideas. Families are encouraged to reach out to their school site administrator to address more ways leadership opportunities can be shared with students.

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Goal 3: Engagement & Collaboration	DELAC	Coffee with the Principals: Introduce the LCAP so parents know how it is being implemented in the district.	A “Coffee with the Principal” LCAP presentation is available for principals to share with families, highlighting LCAP goals and examples of related actions. Additionally, families can engage with the Region LCAP Ambassador sessions, which offer insight into how LCAP goals are implemented locally with input from content experts leading the work.
Goal 4: Operational Effectiveness	DELAC	Dual enrollment should begin in elementary school so that students are aware of the resources available to them when they enter middle school.	Currently, Dual Enrollment is only available for rising 9-12 graders. The District takes steps to inform all students of the available courses for enrichment and acceleration. Plans to launch a Dual Enrollment Guide are underway to further assist students and families.
Goal 4: Operational Effectiveness	DELAC	Limited sinks in restrooms and feels need more sinks or provide hand wipes. Would also like if students had time to brush their teeth after eating. Would like teachers to encourage students to wash their hands before eating. Also would like they to have more shade. The cooling system at their school is broken and although it was fixed however, now it's freezing in the classroom. Can this be fixed?	Restroom sink quantities are based on student occupancy and follow the Uniform Plumbing Code and Los Angeles Unified standards. Schools can request hand sanitizer from the District's Stores Warehouse and create signage to promote handwashing before meals. Students may use recess and passing periods to attend to personal needs, including brushing their teeth. Classroom temperatures are generally set between 68-74°F; if a room is too cold or too hot, a service request can be submitted for adjustment. The District is adding trees and providing shade through a variety of project types across the District, such as, Green Schoolyard Upgrade projects, Outdoor Learning Environment projects, Playground and Campus Exterior Upgrade projects, and Early Education Outdoor Classroom

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			projects. Also, new shaded areas are included in Classroom Replacement, Major Modernization and Comprehensive Modernization projects.
Goal 4: Operational Effectiveness	DELAC	Feels schools do need more areas of shade.	The Los Angeles Unified Green Schoolyards for All Plan (link) established a goal of 20% shade coverage for schoolyards in addition to the 30% green/natural goal set by the “Green Schools for All” Board Resolution. The District is adding trees and providing shade through a variety of project types across the District, such as, Green Schoolyard Upgrade projects, Outdoor Learning Environment projects, Playground and Campus Exterior Upgrade projects, and Early Education Outdoor Classroom projects. Also, new shaded areas are included in Classroom Replacement, Major Modernization and Comprehensive Modernization projects. Additionally, over the course of the next school year, the District will be developing new projects as part of a dedicated program to provide shade shelters at playground equipment at elementary schools. Approximately \$40 million will be invested in this new program.
Goal 4: Operational Effectiveness	DELAC	It would be good if the police returned to our schools because when there are fights, adults don't intervene. It would be beneficial to have police officers present in schools to check backpacks whenever there is reasonable suspicion, so that all students feel safe and precautions are taken.	The Los Angeles School Police Department (LASPD) continues to prioritize investing in safe passage, peace- building, and community development programs to promote student safety, student engagement, and a positive school culture and climate.

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Goal 4: Operational Effectiveness	DELAC	It is important that we start in elementary school to give them a voice and a vote so that when they go to middle school, they can participate and know what democracy is.	Los Angeles Unified strongly supports the development of student voice and leadership from an early age. While formal voting roles are not assigned to elementary students in school governance, many schools incorporate student councils, leadership activities, and civic engagement lessons to help young learners understand democratic processes and build confidence in expressing their ideas.

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Goal 4: Operational Effectiveness	DELAC	Parents are asking for the return of police in and around schools because we are seeing gangs recruiting children. We are seeing children using drugs in schools and using cold weapons (white arms).	The District focuses on creating safe, supportive school environments by promoting trauma-informed practices, engaging community partners, and providing mental health and wellness services. Schools are also working to strengthen relationships with students and families, increase access to counseling and intervention programs, and ensure safe routes to and from school—all to protect and support our students' well-being. The Safe Schools Task Force (SSTF) was created in response to the LAUSD Board Resolution Safeguarding our Schools: Demanding Common Sense Gun Laws and Best Practices to Protect our Students and Staff (Res-030-17/18). The SSTF includes community groups, parent groups, law enforcement partners, students, school staff, labor partners, and District personnel. The SSTF is divided into sub-committees tasked with reviewing existing District safety policies, developing metrics to determine policy progress and effectiveness, creating strategies to improve upon existing policies, and making recommendations for new programs. The SSTF meets quarterly to review progress and develop strategies to address safety issues impacting LAUSD.
Goal 5: Investing in Staff	DELAC	I propose that if schools are performing at a low level and then improve, funds should not be taken away, because it is thanks to those funds that schools improve, and if they are taken	The Business and Finance Division will continue its analysis of SENI and other resources provided to the highest-needs schools in order to ensure that they are receiving the greatest amount of resources for student

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		away, schools will decline again.	achievement.
Goal 5: Investing in Staff	DELAC	Has a child in 1st grade; shared tutoring was available for certain students. Curious how teachers receive training on the uniqueness of each child (ADHD) and how they are receiving support. Her child struggles with reading. Feels teachers provide support to all students regardless of their behavior. Feels teachers need more training on supporting students with IEP.	Teacher credentialing programs include training to support students with diverse needs. In addition, Los Angeles Unified's Division of Special Education provides training to general education teachers to better understand the needs of diverse learners and effectively implement accommodations and modifications. As each student is unique, it is recommended that general education teachers reach out to a student's case carrier to learn more about a particular student and what support may be needed.
Goal 5: Investing in Staff	DELAC	Maybe providing special assistance for classroom to help with students that need special assistance.	IEP teams analyze data and engage in discussion to determine each individual student's unique needs to access instruction. If additional support or services are recommended, they are implemented in accordance with the IEP document.
Goal 6: English Learner Supports	DELAC	How the district is handling reclassification with an alternate curriculum for students who have a kindergarten level and are in high school.	For high school English Learners (ELs) on an alternate curriculum, the District implements a personalized approach to instruction, support, and reclassification. The process involves collaboration with IEP teams, including school staff and the student's parents, and is guided by multiple measures of English proficiency, academic progress, and IEP team input.

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Goal 6: English Learner Supports	DELAC	LAUSD, which is involved, should visit ELAC (councils) to listen to the needs of English learners and strategies. Meet with local school committees.	Los Angeles Unified's Multilingual Multicultural Education Department (MMED) and Region staff regularly meet with English Learner Advisory Committees (ELACs) to listen to parent voices, collect ideas, understand student needs, and develop effective support strategies. The District values these important conversations and takes action based on parent input to enhance student services and supports.
Goal 6: English Learner Supports	DELAC	No English language learner who has completed elementary school should move on to middle school without reclassifying. All the necessary supports, including socio-emotional well-being with a semester-long course taught by a specialist.	Los Angeles Unified is dedicated to ensuring that all English Learners receive the academic, linguistic, and social-emotional support necessary to achieve reclassification prior to the completion of elementary school and to prevent students from becoming Long-Term English Learners (LTELs). This commitment is grounded in a deep respect for each student's unique strengths and needs. To support this objective, the District has strategically invested in instructional coaches and aides who provide targeted, in-class support. These efforts are designed to enhance the quality of instruction and accelerate the reclassification progress for all English Learners.

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Goal 6: English Learner Supports	DELAC	Monitor the English Learner coaches	The school principal, along with the District's MMED administrative staff, monitors and evaluates the performance of English Learner Coaches to ensure they effectively support schools in enhancing teacher capacity through evidence-based instructional practices. This oversight aims to address the academic, linguistic, and social-emotional needs of multilingual learners. Additionally, MMED regional staff review coaches' work logs and engage them in data analysis sessions to assess their activities and outcomes.
Goal 6: English Learner Supports	DELAC	Feels students that need Dual Lang Support is not receiving it. Her child is being pulled to participate (her 3's are now 4's) however children that do need help families are not participating in these opportunities. Maybe provide more 1 on 1 with these parents to help them understand the importance of their child's participation.	Schools provide ongoing information to parents about the Master Plan instructional program options, including detailed overviews of Dual Language Education programs and their associated benefits (the academic, cognitive, and sociocultural benefits of bilingualism and biliteracy). These informational meetings are held twice a year, at the beginning of the fall and spring semesters.
Goal 6: English Learner Supports	DELAC	My foster child just reclassified from English Learner to English Proficient and I feel like it's directly tied to her exposure to English speakers outside of school and speaking English at home with me. I have attempted to organize an english language conversation meet-and-greet with the EL students at her high school but the staff there has not been very good with following up -- even though they are super	Los Angeles Unified allocates funds to support extended learning opportunities designed to help Multilingual students succeed academically and reclassify as early as possible. These opportunities are intentionally structured to promote rich academic discourse and active engagement in learning. To further enhance instructional support, the District funds 192 Multilingual Multicultural Accelerated Learning Coaches and 18 International Newcomer

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		excited with the idea.	Coaches/Counselors, who are strategically placed at schools with high populations of Multilingual Learners. If a parent proposal is not being addressed by the school's English Learner Designee or school staff, families are encouraged to contact their Region office or the MMED office directly for assistance.
Goal 6: English Learner Supports	DELAC	She agrees parents need to be more involved with their child.	Family engagement is critical to student success. The Engagement and Collaboration pillar of the Strategic Plan outlines specific actions to support family engagement, such as stronger family-school relationships, clear communication, and opportunities for parent participation in decision-making.