

Questions and Feedback from the District Parent Advisory Committee (DPAC)

As part of the development of the 2026–27 Local Control and Accountability Plan (LCAP), the District Parent Advisory Committee (DPAC) reviewed district priorities, student outcome data, and proposed actions/services. The questions and feedback below were collected during the DPAC meeting held on January 29, 2025, and were considered in the development of the district's 2026–27 LCAP.

Questions	Responses
How do we teach/talk to our students about co-working with our students with special needs?	The district is committed to fostering inclusive school environments where all students feel valued, respected, and supported. Schools promote understanding, empathy, and collaboration through classroom community-building activities, social-emotional learning, inclusive instructional practices, and age-appropriate discussions about diversity and individual strengths and needs. Staff also model inclusive language and behaviors that encourage students to work cooperatively with peers of all abilities. Through these efforts, students learn the importance of respect, belonging, kindness, and supporting one another as members of an inclusive school community.
How do we regulate/observe the sugar intake in both breakfast and lunch?	School meals provided through the district's Child Nutrition Services program must meet federal and state nutrition guidelines, including requirements related to sugar, calories, whole grains, fruits, vegetables, and overall nutritional balance. The district works closely with nutrition staff to review menus, select compliant food items, and provide balanced meal options for students. In addition, schools promote healthy eating habits through nutrition education and by encouraging students to make healthy food choices during breakfast and lunch.
Food & gluten intolerances. How do new menus	The district recognizes that some students have food allergies, sensitivities, or gluten intolerances that require dietary accommodations. Families may request modified meals through the district's Child Nutrition Services department by completing the appropriate medical meal

<p>include gluten-free options?</p>	<p>accommodation form, which typically includes documentation from a licensed healthcare provider. Once approved, nutrition staff work to provide appropriate meal options, including gluten-free accommodations when required. Families are encouraged to contact their school site or Child Nutrition Services office for additional information and support regarding dietary needs.</p>
<p>Paras, what is their training process? Special Ed Paras, get additional training?</p>	<p>The district provides ongoing training and support for paraeducators to ensure they are equipped to meet the academic, behavioral, social-emotional, and safety needs of students. Training for all paraeducators includes topics such as instructional support strategies, behavior support, student supervision, confidentiality, and positive school climate practices.</p> <p>Special Education paraeducators receive additional specialized training aligned to the needs of students with disabilities. This may include support in areas such as behavior intervention strategies, de-escalation techniques, implementation of accommodations and supports outlined in IEPs, communication strategies, social-emotional support, and collaboration with teachers and service providers. Ongoing coaching, site-based support, and professional development opportunities are provided throughout the year to strengthen staff capacity and support inclusive learning environments for all students.</p>
<p>Are there any areas that we put attention to but have trouble reaching goal? TK-1 attendance issues, Teachers focus on UFLI phonics, attendance SAI</p>	<p>The district continues to closely monitor areas in which progress remains challenging despite targeted supports and focused attention. Current areas of continued need include early primary attendance, particularly in Transitional Kindergarten through Grade 1, consistent student attendance for students receiving Specialized Academic Instruction (SAI), and ensuring strong implementation of foundational literacy instruction.</p> <p>To address these needs, the district is strengthening attendance outreach and intervention efforts through proactive family communication, attendance monitoring, incentives, and coordinated support from school teams. In literacy, schools continue to prioritize evidence-based foundational</p>

	<p>reading instruction, including implementation of UFLI phonics strategies and targeted intervention supports to strengthen early reading outcomes. Additional supports for students receiving SAI include collaboration between general education and special education staff, progress monitoring, and individualized academic and behavioral supports designed to improve engagement and access to instruction.</p>
<p>Is there a tool where principals/Directors can collaborate with one another to see what is successful?</p>	<p>Yes. The district utilizes collaborative leadership structures, including Instructional Leadership Team (ILT) processes and district leadership meetings, to support continuous improvement across school sites and departments. Principals, directors, and instructional leaders collaborate regularly through twice-monthly Wednesday morning meetings of certificated management (site and district leaders), where they review data, share effective practices, and engage in focused work on instruction, social-emotional learning, data analysis, coaching, and observation and feedback. This collaboration is further strengthened through a monthly manager meeting that brings together both certificated and classified leaders to promote cross-departmental alignment and coherence.</p> <p>Together, these structures ensure alignment across schools while creating space for leaders to learn from one another's successes in areas such as literacy instruction, attendance improvement, English Learner supports, intervention systems, and positive behavioral practices. The district prioritizes ongoing collaboration as a key driver of improved student outcomes and effective implementation of LCAP goals and actions.</p>
<p>How to get parents more engaged with school activities like PTA</p>	<p>The district recognizes that strong family engagement is essential to supporting students' academic, social-emotional, and physical well-being. Schools continue to expand opportunities for families to participate in school activities, including PTA-sponsored events, family nights,</p>

<p>sponsored events that help the social, emotional, and physical well-being?</p>	<p>wellness activities, student performances, and parent education opportunities.</p> <p>To increase participation, schools work to improve communication with families through multiple platforms, provide translated materials and interpretation when needed, offer flexible meeting and event times, and create welcoming environments where families feel connected and valued. Schools also seek family input through surveys, committees, and engagement meetings to better understand barriers to participation and identify activities that reflect the interests and needs of the school community.</p>
<p>How can we strengthen the relationship between community schools and non-community schools?</p>	<p>The district recognizes the importance of strengthening connections and shared learning between community schools and non-community schools. To support this, the district provides a centralized Community Schools resource that is available to all school sites. This resource helps ensure that effective practices, supports, and partnerships are accessible across the district, not limited to individual schools.</p> <p>In addition, principals, directors, and site teams collaborate through district leadership structures to share strategies related to family engagement, student wellness, attendance, and academic supports. The centralized Community Schools support, combined with ongoing cross-site collaboration, helps promote consistency, strengthen alignment of services, and expand equitable access to supports for students and families across all schools.</p>
<p>Will the DLI program expand? What's the pathway for dual in middle school?</p>	<p>The district continues to monitor interest and enrollment trends in Dual Language Immersion (DLI) programs as part of ongoing program planning and long-term facility and staffing considerations. At this time, DLI programming is not currently offered within LMSV for the grade levels referenced. This remains an area of active monitoring, with the district continuing to explore potential future expansion through ongoing analysis of enrollment and achievement data, as well as family</p>

	<p>interest and feedback gathered through surveys.</p> <p>The district remains committed to supporting multilingualism and biliteracy through its English Learner services and will continue to evaluate opportunities to expand language learning pathways based on student interest, staffing capacity, and long-term planning priorities.</p>
<p>What's the difference between community schools and non-community schools?</p>	<p>Community schools and non-community schools both serve students through the same core academic programs and standards, but they differ in how additional supports and services are organized and delivered. Community schools coordinate academic instruction with expanded student and family supports such as mental health services, attendance outreach, wellness resources, and community partnerships. In alignment with California's Community Schools framework, these schools implement key priorities including integrated student supports, family and community engagement, collaborative leadership and shared decision-making, and extended learning opportunities. While state guidance prioritizes schools with higher levels of student need, such as Title I sites, the designation is not limited to those schools and is based on a combination of need, readiness, and capacity to implement the model effectively.</p> <p>Non-community schools also provide strong academic instruction and student support services; however, they may access and coordinate those supports through district-wide systems rather than having a site-based community school framework. Across all schools, the district is committed to ensuring students and families have access to the supports they need. This is further strengthened through three community school hub sites across the district, which provide centralized access to resources and services for all families, helping to extend the impact of community school practices beyond designated campuses.</p>

<p>Why is community schools having to fund additional days and not the grant?</p>	<p>Community Schools grant funds are used to support specific, allowable activities aligned to the grant requirements, such as coordination of services, family engagement, and targeted student supports. However, grant funding is not always sufficient or allowable to fully cover all staffing needs or extended time beyond the scope of the grant terms.</p> <p>When additional days or expanded staffing time are needed to effectively implement community school strategies, the district may use supplemental or general funds to ensure continuity of services and to fully support students and families. This blended funding approach allows the district to maximize grant resources while also maintaining consistent and sustainable support at school sites.</p>
<p>Would be interested in seeing historical data (iReady) to see if a student plateaus.</p>	<p>The district uses multiple data sources, including i-Ready and other local assessments, to monitor student growth over time and identify patterns such as acceleration, steady progress, or potential plateaus in learning. Families interested in reviewing their child's individual progress are encouraged to connect with their child's teacher and school site, as teachers can share student-specific historical assessment data and explain growth trends in relation to grade-level standards and instruction.</p> <p>In addition, school sites use this data as part of their SPSA and LCAP processes to identify trends across student groups and inform instructional planning, intervention supports, and resource allocation. While LCAP and SPSA documents provide overall school and district-level trends and goals, individual student data is best reviewed directly with teachers and school teams to ensure accurate interpretation and appropriate next steps for support.</p>