



**District Parent Committee
Recommendation Exemplars**



District Community Advisory Committee (DCAC)
Recommendations
to the Board of Education Regarding
the Local Education Agency (LEA) Plan



The DCAC Committee Recommendations to the Board of Education were based on the parent training, consultations and data.

2016-2017 Recommendations

Recommendation 1: Teachers/school staff train parents in English Language Arts and Math in order to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs.

Recommendation 3: Create parent leadership programs.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students, at-risk students, long-term English Learners, English Learners (specifically emphasizing reclassification training.)

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE DELAC 2016 - 2017

The purpose of the District English Learner Advisory Committee is to advise the Governing Board of the school district on programs and services for English learners. The following report was generated by DELAC Representatives during advisement meetings for the 2016 - 2017 school year.

The Committee, after training and consultations, recommends that the District:

- I. Monitor the implementation of the newly adopted comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners;
- II. Continue to identify students in need of interventions in English language arts and math in order to provide individualized services for these students;
- III. Continue to provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all ELL students' academic needs are being targeted and met through supplementary instructional programs;
- IV. Continue to support the implementation and increase the expansion of bilingual pathway programs with the passage of Proposition 58;
- V. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population;
- VI. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPs and LTELs;
- VII. Provide parent workshops on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
- VIII. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPs in Math, English and English Language Development (ELD);
- IX. Respond to the voices from English Learner communities and committees, and reflect those activities and/or recommendations in the content of the LCAP;

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- X. Continue to implement high quality teacher training for all newly adopted textbook series, with special emphasis on the new ELD and ELA adoptions;
- XI. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners

Community Advisory Committee

2016 Recommendations

Presented for CAC on February 8, 2017

1. Continue with the specialized law enforcement collaborative training for staff and students.
2. End segregation of special needs students at Buffum Total Learning Center and Tucker Adult Community Transition Program.
3. Develop a standard or guideline for referring students for mental health services.
4. Re-evaluate the process for designating the placement of students into programs for students with emotional disabilities.
5. Re-establish and increase small learning communities for students who are interested in vocational and service industry career paths.

Note: recommendations are stated as worded during LBUSD School Board presentation on August 16, 2016.