

Advisory Group Comments and Recommendations on the 2015-16 LCAP Draft	Source
<i>Recommendations for Overall Document</i>	
<p>Clarify all expenditures in the LCAP as a) maintenance of effort, b) replacement of other sources, or c) increased funding intended to produce more services.</p> <p><i>LCAP expenditures will be expressed in this way where possible in the document. Greater detail regarding expenditures will be provided in the revised SCUSD 2015-16 LCAP Community Guide.</i></p>	LCAP Parent Advisory Committee
<p>Specify the FTEs represented by dollar amounts in the budgeted expenditures column.</p> <p><i>Where possible, staffing levels by Full Time Equivalent (FTE) will be included for expenditures.</i></p>	LCAP Parent Advisory Committee
<p>All metrics should be broken out by LCAP-targeted and other subgroups including racial and ethnic groups and students with disabilities, and where possible targeted school sites.</p> <p><i>The student data outlined in the final draft LCAP is broken down by LCAP-specified subgroups for monitoring. Future annual reviews will include additional subgroups progress toward goals.</i></p>	LCAP Parent Advisory Committee
<p>Despite the district’s exemption from state proportionality rules, focus districtwide supplemental/concentration spending specifically on services for unduplicated students, with a target of proportionality and equity. School sites should proportionally spend supplemental/concentration funds to best serve the target unduplicated students at each school.</p> <p><i>SCUSD’s LCFF funds were allocated based on the number of unduplicated students at each school in these subgroups. Distributing approximately 30% of LCFF funds proportionally among school sites provides the sites with greater numbers of unduplicated students a larger proportion of funds to support their needs. As a reminder, much of the LCFF supplemental and concentration funding replaces previous categorical expenditures.</i></p>	LCAP Parent Advisory Committee

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<i>Goal 1</i>	
<p>Include additional metrics:</p> <ul style="list-style-type: none"> - Academic counselors by school site and student ratio - Bilingual academic counselors by school site and student ratio - Enrollment in expanded learning programs, summer programs and other enrichment programs <p><i>Providing staffing levels to best support the needs of SCUSD students is a priority, and hiring bilingual counselors is a priority in the district's multi-lingual, multi-ethnic community. Including counselor staffing as a growth target may be considered in the future, as could enrollment in expanded learning, summer programs and other enrichment programs.</i></p>	LCAP Parent Advisory Committee
<p>Increase the number of teachers trained in English Language Arts (ELA) / English Language Development (ELD) standards from 65 teachers to 275 teachers in Year 1, averaging 3-4 per school site. Increase in Year 2 to 400 teachers and Year 3 of LCAP to 425 teachers.</p> <hr/> <p>Need professional learning for all teachers on the new ELD standards, and training to support English Learners to better access the Common Core. Teachers need professional learning to support students at all levels of ELD, not just newcomers.</p> <hr/> <p>Ensure high quality English Language Development (ELD) instruction time. <i>SCUSD offers both integrated and designated professional learning in English Language Arts (ELA) and English Language Development (ELD). The designated training (ELD Trailblazers cohorts 1 and 2) included 38 teachers and 4 training specialists, representing 17 schools. A total of 92 teachers attended the Trailblazer sessions. In 2015-16 six (6) additional schools will be added, plus a secondary cohort focusing on the ELD literacy standards. Integrated professional learning focuses on both domains: Math and ELA, and allows us to increase the number of teachers trained in the new ELD standards.</i></p>	<p>LCAP Parent Advisory Committee</p> <hr/> <p>DELAC</p> <hr/> <p>DELAC</p>
<p>In addition to reducing teacher-student ratios by two in targeted schools, increase the number of instructional assistants in targeted schools to improve learning outcomes.</p> <p><i>Teacher student ratios are now reduced by three in K-3 districtwide. Adding instructional assistants to improve student outcomes is something that the district will consider in future years, though not currently outlined in the 2015-16 budget. Some school sites are using site allocations to support instructional assistants.</i></p>	LCAP Parent Advisory Committee
<p>Need systematic intervention in elementary and middle school to support EL students so they can graduate on time and meet college entrance requirements.</p> <p><i>This continues to be a priority for SCUSD. Future annual reviews will include subgroup progress toward goals, including academic progress, graduation</i></p>	DELAC

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<i>rate, and percent of students who complete A-G (college entrance) requirements.</i>	
<p>Add before-school, after-school, or Saturday school tutoring targeted for English Learners.</p> <p><i>While there is no additional funding allocated for this work in 2015-16, the majority of SCUSD schools offer expanded learning programs, which provide support aligned to classroom work and grade-level standards.</i></p>	DELAC
<p>Include school site administrators in the funding of professional learning.</p> <p><i>School site administrators are included in the LCAP Final Draft in Action 1.1 B-1.</i></p>	LCAP Parent Advisory Committee
<p>Prioritize enrollment in Early Kindergarten for high-needs students.</p> <p><i>Admission to Early Kindergarten is through a lottery as Early Kinder is not mandatory; it is an enrollment choice.</i></p>	LCAP Parent Advisory Committee
<p>Adding one position to Foster Youth is not enough to address the needs of these students. Explore more ways beyond this to support Foster Youth with LCAP funds (such as material needs).</p> <p><i>In addition to the three Foster Youth Program Associates, there are several district staff members in the Foster Youth Services department (e.g. nurse, instructional aides) who support Foster Youth. Title 1D funds are available for material needs.</i></p>	LCAP Parent Advisory Committee
<p>Of counselors funded by \$3.5 million in supplemental and concentration funds, how many are bilingual trained in cultural competency? Require counselors to actively outreach to students of targeted subgroups to ensure more students complete graduation and a-g requirements.</p> <p><i>Counselors attend a monthly meeting that provides professional learning and collaboration time on a number of topics, including cultural competency. They work with outside agencies that provide support, as well as the district Connect Center. Counselors will outreach to their community, using the methods that are best suited, about the district's annual SCUSD college fair (9/20/15), Steps to College fair, Linked Learning recruitment, High School Orientations, college tours/visits, scholarships available. Information on the number of bilingual counselors is not available at this time.</i></p>	DELAC
<p>Additional guidance counselors are needed in the 2015-16 plan. Lower the ratio of counselors to students in each high school, and prioritize hiring Spanish-speaking counselors. The district should add more counselors in middle school, preferably bilingual. There is a need for articulation between sixth grade and middle school, to better prepare students for the transition from elementary to middle school.</p> <p><i>Five additional counselors are in the Final Draft LCAP for 2015-16, including staff at middle school. Where possible, the district will prioritize hiring bilingual counselors as SCUSD is a multi-ethnic, multi-lingual community.</i></p>	DELAC

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<p>Establish a goal to eliminate the achievement gap for students with disabilities and provide students with disabilities instruction, support and resources to promote academic achievement. Add special education resources so that student goals are implemented. Provide more training and support for teachers and instructional assistants to implement the Individual Education Plans.</p> <p><i>SCUSD is committed to eliminating the achievement gap for all students, including students with disabilities. In the Final Draft LCAP there are two additional School Psychologists for Special Education to support implementation of Individual Education Plans.</i></p> <p><i>All schools are invited to participate in professional learning. Professional learning is integrated into the four quarterly sessions for special education teachers. In addition to that the district offers sessions after school where teachers may choose to attend. The district continues to provide training for instructional assistants throughout the year.</i></p>	<p>LCAP Parent Advisory Committee</p>
<p>Dedicate funding to summer expanded learning programs and other services targeted for our Low Income, EL, Foster students, including nutrition and transportation.</p> <hr/> <p>Expand locations for summer programs to increase access.</p> <p><i>Summer programs are available in 17 schools and community-based locations. These programs are funded primarily through two large grants – the After School Education & Safety (ASES) Grant and 21st Century Community Learning Centers (CCLC) for elementary and middle schools, and the 21st Century After School Safety and Enrichment for Teens (ASSETS) Grant for high schools. The district is limited by the funds provided through these grants, but may consider additional funding in future years.</i></p>	<p>LCAP Parent Advisory Committee</p> <hr/> <p>DELAC</p>
<p>Change focus of summer offerings to enhance academics for language learners.</p> <p><i>Academics are part of the summer curriculum. Summer offerings are structured to include meaningful and engaging activities through a project based learning program to strengthen students’ literacy, math, social science, healthy eating, physical activity, and artistic skills.</i></p>	<p>DELAC</p>
<p>Increase bilingual instructional assistants and provide training in ELA/ELD standards OR increase the number of ELA/ELD specialists to 1 specialist per 3 schools in Year 1. Increase to 1 specialist to 2 schools in Year 2 and 1 specialist per school in Year 3.</p> <hr/> <p>Add more bilingual instructional assistants for support and intervention.</p> <p><i>SCUSD continues to provide professional learning to instructional assistants, including the district’s bilingual instructional assistants. Adding instructional assistants to improve student outcomes is something that the district will consider in future years, though not currently outlined in the 2015-16 budget. Sites have funds available for programs and services that support</i></p>	<p>LCAP Parent Advisory Committee</p> <hr/> <p>DELAC</p>

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<i>the unique needs of their communities, which may be used for instructional assistants. There are not resources allocated for increased ELA/ELD specialists for 2015-16.</i>	
<p>Provide GATE programs or equivalent curriculum in all schools with equitable access, so that all students can choose to remain at their home school. Increase the target metric for GATE participation in middle school by more than 1 percent.</p> <p><i>SCUSD provides GATE programming at every elementary/K-8 school site, but the methodology varies. There are three service models: GATE Center (15), GATE cluster, and differentiation in the classroom. GATE-identified students may choose to remain at their home school. Middle school years are a time of transition. The growth metric for GATE participation in middle school will remain at 1 percent because the district is building a K-12 alignment between the middle school and the high school program, and wants to assure deep quality in the program. As additional funding becomes available the district will continue to increase GATE programs in the schools, and will focus on attracting unduplicated students to participate. With increased implementation of Infinite Campus the district will be able to track the number of unduplicated students participating in GATE programs.</i></p>	LCAP Parent Advisory Committee
<p>Arts and music programs keep students engaged and help brain development. Encourage schools to include art and music programming in school site plans through LCFF funding stream, grants, and community partnerships.</p> <p><i>Every elementary and K-8 school has the opportunity to have exposure through Any Given Child grant funding. In addition, many schools have chosen to use LCFF funds to support arts and music programs at the site level.</i></p>	LCAP Parent Advisory Committee
<p>Implement arts instruction into the curriculum for elementary school.</p> <p><i>The district provides professional learning in the Visual and Performing Arts state standards through breakout sessions offered during Common Core trainings. As more teachers are trained, arts activities will be further integrated into the daily curriculum for elementary students.</i></p>	DELAC
<p>Consistent with the Student Advisory Council’s recommendation, we support the implementation of Ethnic Studies.</p> <p><i>Ethnic studies will be implemented in SCUSD beginning with a pilot program at one school, with full implementation as a graduation requirement beginning with the student cohort entering high school in 2020.</i></p>	LCAP Parent Advisory Committee
<p>Are dual-identified students (ELs who are also students with disabilities) getting the services they need?</p> <p><i>Students receiving special education services are monitored through their Individual Education Plan (IEP). All English Learners who are also students with disabilities receive ELD instruction unless their IEP states that it is not a goal for that student (for example, in the case of a severely disabled student).</i></p>	DELAC

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<p>Could the district recommend that schools practice “looping” so that students and teachers will develop a deeper relationship, and parent involvement will be stronger?</p> <p><i>There are some sites and instructional programs that practice this method, but the district has left this decision to each site, based on the needs and wishes of their community.</i></p>	DELAC
<p>Are there high school students who have not been reclassified who are also not receiving ELD instruction?</p> <p><i>At the high school level, all students receive English language development (ELD) instruction either through grade level English classes or designated ELD classes, regardless of their ELD proficiency level.</i></p>	DELAC
Goal 2	
<p>Add metrics for in-school discipline and other behavior measures, including reducing law enforcement citations and arrests, expulsions, restraint and seclusion.</p> <p><i>The metric for expulsions has been added to the Final Draft LCAP, and the district will consider adding the metrics for in-school and out-of-school suspensions in the future. The district does not have access to statistics on law enforcement citations and arrests, nor access to up to date reporting on restraint and seclusion of students.</i></p> <p>Increase the number of Student Support Centers.</p> <p><i>There are currently 20 Student Support Centers in SCUSD. There is no funding in the 2015-16 LCAP Final Draft to include additional Student Support Centers, but the district continues to seek grant funding for implementation and support.</i></p>	LCAP Parent Advisory Committee
<p>There aren’t enough custodians. The goal should be one full time custodian per school site to provide a cleaner, better maintained learning environment. Increase the number of custodians using the increase in base funding expected in the May Revise. Additionally, the current staffing should be maintained using base funding only.</p>	LCAP Parent Advisory Committee
<p>Add more hours to the custodians in the evening so classrooms are cleaned every day.</p> <p><i>The Final Draft LCAP includes 26 additional FTEs for custodial staff, which restores staffing to the 2012-2013 level. The district will continue to operate deep cleaning teams at district middle and high schools to support and supplement site staffing.</i></p> <p><i>One of the eight priorities identified by the State for LCFF funds is “Basic Services,” which includes custodial services. Stakeholders have consistently indicated additional custodial support as a funding priority for the district. Even with the increase in base funding from the May Revise, new funds are offset by rising costs (the costs of health benefits and declining enrollment among them); however, changing the allocation for future years may be a consideration.</i></p>	DELAC

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<p>More funding for implementing Restorative Practices, in addition to the \$200,000 that was unspent last year, including funding and time for training staff.</p> <p><i>The Final Draft LCAP includes \$450,000 for implementation of Restorative Practices, which includes the \$200,000 that was not utilized in the 2014-15 school year. The Assistant Superintendent of Equity will oversee the implementation, which will include new staff, training at school sites, and intentional expansion of the program.</i></p>	LCAP Parent Advisory Committee
<p>The School Resource Officer contract with the Sacramento Police Department should be supported by Base funding or other sources, not supplemental/concentration funding, which should go to services for targeted subgroups. Explore alternatives to SRO presence on campus, with a goal of reducing the SROs in Year 2 and 3.</p> <p><i>Upon review of this request, the district has moved the School Resource Officer (SRO) contract to Base funding. The Final Draft LCAP includes expanded supports connected to climate, including Attendance and Dropout Prevention staff, Bullying Prevention staff, and Restorative Justice/Social Emotional Learning professional development and staff, as well as school nurses, social workers and district Connect Center support staff. These expenditures, along with the work of the Safe Schools department, are part of the multi-faceted approach to support the district's schools to become safer, more culturally competent environments.</i></p>	LCAP Parent Advisory Committee
<p>Upgrade security cameras at school sites to increase safety.</p> <p><i>In past years, the district has used bond funds to upgrade and replace security cameras. Safety is a priority for the district. As resources permit, the facilities department will continue to systematically upgrade and replace security cameras.</i></p>	DELAC
<p>Middle schools need more safety personnel, such as Campus Monitors.</p> <p><i>The staffing level for Campus Monitors at middle school is a site-based decision. The district has added one School Resource Officer for the 2015-16 school year to support safety concerns around the district.</i></p>	DELAC
<p>Increase the number of nurses, social workers and psychologists at school sites, using best practice data to determine need, with a target of assigning at least one FTE of the above support staff members to every school site. Hire and train additional culturally competent, bilingual social workers and counselors. Target services to high-need/at-risk students especially for trauma faced in community.</p>	LCAP Parent Advisory Committee
<p>Every school needs a full time nurse.</p>	DELAC
<p>Additional funding for support staff to meet the social-emotional needs of students in the school sites.</p> <p><i>The Final Draft LCAP includes additional nurses, school social workers, and school psychologists. Assignment of these staff will be targeted to the district's high need schools with a large percentage of unduplicated pupils,</i></p>	DELAC

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<p><i>including students with disabilities.</i></p> <p><i>All SCUSD's Student Support Centers are located in Title I schools. Social workers and the BSW/MSW social work interns assigned to Student Support Centers participate in ongoing professional development, including cultural competency training. All district social workers and Learning Support Coordinators are trained in trauma-informed care. Some district social workers are bilingual, and bilingual social work (BSW and MSW) interns are assigned where their language skills match need.</i></p>	
<p>School climate should be inclusive of restorative practices, SEL and other interventions. They are most effective when implemented together. Require oversight and evaluation to ensure effectiveness of these programs.</p> <hr/> <p>Provide additional funding to build and enhance positive school climate districtwide, beginning with elementary schools (including assemblies, curriculum, etc.).</p> <p><i>Positive school climate is one of the top priorities for the district. This commitment can be seen in SCUSD's work to improve the climate at schools through bullying prevention efforts, Social Emotional Learning (SEL) focus, Men's Leadership Academies and Restorative Practices initiative. SCUSD has hired an Assistant Superintendent of Equity to lead this work, including oversight of the work and the development of metrics to show the effects of expanding programs. The 2015-16 Final Draft LCAP includes \$200,000 for SEL and \$450,000 for Restorative Practices.</i></p>	<p>LCAP Parent Advisory Committee</p> <hr/> <p>DELAC</p>
<p>As with custodians, specify the FTEs for librarian spending, and which sites will benefit from the funding.</p> <p><i>Librarians are located at each middle school and comprehensive high school and some K-8s, for a total of 10.6 FTEs. SCUSD has added the FTEs and locations for District Librarians to the Final Draft LCAP.</i></p>	<p>LCAP Parent Advisory Committee</p>
<p>District should provide more funding for extracurricular activities for all schools (sports, arts, clubs, etc.) to keep students interested in school.</p> <p><i>Extracurricular activities, such as sports, debate, or drama, are funded through site allocations for stipends for coaches/advisors. The 2015-16 Final Draft LCAP has been amended to include \$50,000 in stipends for extracurricular athletic coaches at each of the five comprehensive high schools.</i></p>	<p>DELAC</p>
<p>Goal 3</p>	
<p>We need to significantly raise the goal of home visits by more than 100 per year. Require teachers in all Program Improvement schools to participate in Parent/Teacher Home Visits as part of their corrective action plans. Require schools include this in their Title I site parent policy.</p> <p><i>The Parent/Teacher Home Visit Project is a nationally-recognized parent engagement strategy that calls for voluntary participation from a school community. The district seeks to honor and encourage that model with "buy</i></p>	<p>LCAP Parent Advisory Committee</p>

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<p><i>in” from each local school community. The expansion of the program is a priority for the district; however, there are a variety of factors that must be considered, including the engagement of each school’s parent community and available resources. The district’s contract with Sacramento City Teachers Association prohibits the district from “requiring” teacher participation.</i></p>	
<p>Many schools do not use all their funds for parent engagement. There is a need for more district oversight to advise School Site Councils of unspent money that includes, but is not limited to, parent engagement. <i>It is a best practice for School Site Councils to monitor spending throughout the year in all categories.</i></p>	LCAP Parent Advisory Committee
<p>Require all Parent Resource Centers to be staffed and provide support and services.</p> <hr/> <p>District should fund staff for Parent Resource Centers at all schools through Local Control Funding Formula (LCFF) resources. Parent Resource Centers should have bilingual staff. <i>Many schools have staff that provide this service, though there is not currently a district-wide staffing requirement. Whether a school has a Parent Resource Center often depends on the needs identified by the site and whether there are site funds for the position. Hiring bilingual staff is a priority for the district’s multi-lingual and multi-ethnic community.</i></p>	LCAP Parent Advisory Committee DELAC
<p>The scope of the LCAP Parent Advisory Committee must expand to include LCFF budget oversight. <i>The scope of the LCAP Parent Advisory Committee may include review of the use of the LCFF funds. Oversight of the budget is the responsibility of district staff and ultimately, the Board of Education.</i></p>	LCAP Parent Advisory Committee
<p>Expand outreach support for parent advisory groups to promote events and resources, including but not limited to: childcare for meetings, interpreters and translated materials, etc. Utilize district advisory committees and community partners for parent engagement. <i>Parent engagement is integral to the support of district students and district schools, and parent advisory groups are trusted partners. The SCUSD Family and Community Engagement department connects district parent advisory groups with many of these supports, and in turn, relies on district advisory committees and community partners to reach out to their network of parents and community members with district communication.</i></p>	LCAP Parent Advisory Committee

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<p>Develop a plan to establish an English Learner Parent Advisory Committee to review and comment on the LCAP. This process should be separate from DELAC, however the district should use the DELAC and ELAC to outreach to EL parents. In order to accommodate different languages, the plan should include sufficient time to properly train and inform parents of the LCAP/LCFF to provide meaningful feedback.</p> <p><i>Per the statute, districts may use existing English Learner committees to provide the feedback that SCUSD's DELAC provided. However, SCUSD will review and reassess the LCAP Parent Advisory Committee and the English Learner Parent Advisory Committee structures, schedule and composition for the coming year.</i></p>	LCAP Parent Advisory Committee
<p>Provide incentives and training for front office staff at more schools to be bilingual and engage in parent-friendly communication.</p> <p><i>Providing a welcoming school environment is a best practice, and hiring bilingual staff is a priority for the district's multi-lingual and multi-ethnic community. Front office staff may participate in the voluntary Classified Professional Development training series, which includes a financial incentive for completion, and/or the Family and Community Engagement department's Parent Resource Center Collaborative training series, which also provides Classified Professional Development credit hours.</i></p>	LCAP Parent Advisory Committee
<p>More LCFF resources should be directed towards translation and interpretation services.</p> <hr/> <p>District should add personnel to translate, both written and verbal, especially for parent-teacher conferences, IEPs, and other parent meetings.</p> <p><i>The Final Draft LCAP has been amended to include two additional full-time staff for the district's Matriculation and Orientation Center (MOC) to provide translation and interpretation services in Spanish and Hmong.</i></p>	LCAP Parent Advisory Committee DELAC
<p>Continue or enhance educational programs for parents at school sites such as: Parent University, Parent Leadership Pathway, English as a Second Language, GED, computer/technology classes, CPR, etc.</p> <p><i>Parent trainings at school sites are designed to support parents in effectively participating in their children's education. The Parent Leadership Pathway workshop series is supported through LCFF for the 2015-16 school year. Parents interested in learning more should reach out to their school site to see what kind of programs are offered and make any specific requests. Many programs that were formerly available through Adult Education such as GED are not offered by the district; however, the SCUSD Family and Community Engagement department maintains resource information on where those classes are currently offered in the community.</i></p>	DELAC
<p>Provide more information for parents on college and career readiness by offering meetings at school sites to explain the path to college (beginning in elementary school), field trips to colleges and universities, guest speakers on topics such as financial aid.</p>	DELAC

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<p><i>The SCUSD Family and Community Engagement department provides this information through the Parent Leadership Pathway workshop series, and can also provide the information in a “standalone” workshop at a school site. Field trips to Sacramento City College and CSU Sacramento were also offered this year. Parents interested in learning more should reach out to their school site to make a specific request, or contact the district Parent Resource Center to see what programs and opportunities they may offer. In addition, middle and high school academic counselors maintain resource information on college and provide outreach to students and families on college fairs, college information nights, PSAT/SAT testing, and more.</i></p>	
<p>Provide training for parents to be able to help students with homework based on the new Common Core. If possible, provide a sample of curriculum as a resource.</p> <p><i>Parent trainings at school sites are designed to support parents in effectively participating in their children’s education, including understanding the new Common Core. This year, 310 parents have attended Common Core training. In many cases this training was part of Back to School Night, Principals Coffee Chats, Academic Parent Teacher Team (APTT) meetings, the Parent Leadership Pathway, as well as standalone workshops. The district expects to provide training to more parents and caregivers in the next year. Parents interested in learning more about Common Core should reach out to their school site to make a specific request.</i></p>	DELAC
<p>Require schools schedule more frequent class meetings (such as APTT or FTAT) in addition to Back to School Night.</p> <p><i>SCUSD recognizes the value of the Academic Parent Teacher Team and Family Teacher Academic Team model. It is a voluntary program offered at school sites that make a commitment to using this model for sharing information with families. The district’s contract with Sacramento City Teachers Association also prohibits us from “requiring” teacher participation. Parents interested in having this program at their school site should reach out to their site administrator to request the program.</i></p>	DELAC
<p>Parent Resource Centers need adequate technology (computers, printers, wireless) so that families can access online resources.</p> <p><i>Parent Resource Centers (PRCs) provide parents with a consistent place to meet and work at school sites. In many cases, PRCs provide internet access for families who may not have access at home. All schools have wireless connectivity in at least a portion of the school, but the availability of computers and printers may depend on whether there are site funds available for the hardware.</i></p>	DELAC
<p>District should have designated personnel at the front counter who speak languages representative of our community.</p> <p><i>Hiring bilingual staff is a priority for the district’s multi-lingual, multi-ethnic community. This is something that will be considered in future years.</i></p>	DELAC