



**Dixon Unified School District**  
**Local Control Accountability Plan (LCAP)**  
**2014-2017**

***Parent Input on LCAP Priorities***

**Introduction**

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At the District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC), Site Council meetings, and parent coffees, participants were introduced to the Local Control Accountability Plan (LCAP) and the eight California State funding priorities.

The DELAC and ELAC meetings were conducted in Spanish.

This report presents the input gathered from parents at each site on the LCAP priorities.

**DELAC**

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March 19, 2014- 7 participants.

- Parents feel it is very important to be kept informed and feel their input is important.
- DELAC parents would like music for all students at all levels
- DELAC parents would like more English classes for parents
- DELAC parents would like to add a Parent liaison at DHS, keep the parent liaison at CAJ, GH and Anderson
- DELAC parents would like more after school sports activities

**ELAC – Anderson Elementary**

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March 25, 2014 – 13 participants.

<b>Academics</b>	Help with the new state test, which is online, especially for parents who do not have computers or tablets at home. (Evening classes for parents to learn about new state test)
	New test seems like it has changed and is harder
	Homework club for 1 <sup>st</sup> -gth grade after school, especially for students whose parents speak Spanish at home
<b>Interventions</b>	Intervention in ELD starting in K

	Tutoring—after school; before school; during school
	Extended day for ELs all grades
	In school and after school intervention in math, reading, ELD
	Side by side parent/student ELD intervention
	After school intervention for reading, math, ELD
	During school intervention for reading, math, ELD
<b>Course Access</b>	Science (extended day to include science). Parent respond about the Anderson School Plan (2014/15) Requests
	Summer school K-6 for all students, especially all ELs
	Summer school not just for migrant Ed, but for all EL
	School sports, advance group (Ballet Folkloric); Art (Wednesday after school)
<b>Basic Services</b>	More teachers to help ELD or CORE instruction in class, as we are changing from present ELD model
	Better substitute teachers (better qualified)
	After school crossing guard in front of (near the library), there is one for before school but not after school
	Before and after school crossing guard at near post office train tracks
	Southern Pacific Train Education for children
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<b>Technology</b>	Help with ELs learning computer skills during school & after school
	More computers in the classroom on top of the ones we already have
	Accessibility to a computer lab at school during and after school, especially for parents who do not have computers, tablets at home
<b>Parent</b>	Parent involvement for EL parents
	Fund two parent liaison positions (2nd parent to give English

<b>Involvement</b>	class, TPM, translations to adults)
	Another parent liaison position to fulfill various activities (teach English, parent contact, translations, etc.)
<b>Parent Support</b>	English classes for parents during the school day
	Parent education classes to help students at home with homework, behavior, etc.
	English classes during and after school for parents
	More use of the Teleparent school message for positive messages
<b>School Climate</b>	More school recognition or school wide organization for all classes to recognize class (increase school store)
	Bullying education for students and parents
	Cultural events (Posadas during Christmas, Cesar Chavez week)
	School fair (everyone talked about last years fair)
	Friday Anderson T-shirt participation (winning class wins something)
	More TPMs during recess, bullying is happening (Asher Ayala— 4th grade reporting to his mom he is having an issue during recess and he feels like there should be more supervision)

### **Site Council – Anderson Elementary**

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April 14, 2014 – 10 participants

- Instructional Leader/Coach (full time) – to support teachers, coordinate Response to Intervention (RTI) provide training, model lessons, help transition to Common Core, collect and analyze data, etc.
- ELD/Intervention Teachers – become part of our new RTI model and push into class during universal access instruction
- Resource Teachers – same as above
- TK Teachers – additional teacher for PM program
- Tech Support – provide support for teachers in technology as it applies to Common Core and student learning in classroom and lab
- Parent Liaison – continue support to Spanish speaking families
- ESL classes – provide classes per parent requests

### **ELAC – Gretchen Higgins Elementary**

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February 10 and March 10, 2014 – 19 participants

- More parent engagement
- More than 1 teacher in K / 1 teacher and 1 assistant
- Don't pull for ELD
- Tutoring during the day

- More art in classrooms
- Music K – 6
- After school help / tutoring
- 1 hr. after school math/ELA/reading 3x/1hr. each
- ELD Assistance
- Parent Liaison
- Class size reduction
- \* Extra help in the classroom, especially in Kindergarten
- \* Do not pull the student from his regular classroom for intervention. Do it after school.
- \* Help after school so students can be at grade level academically.
- \* Help after school

### **Site Council – Gretchen Higgins Elementary**

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March 10, 2014 - 10 participants and 1 written submission

Parent input on the LCFF/LCAP included:

- More technology in classrooms
- Insuring that all students are challenged especially our stronger students who are not focused on as much
- More useful instruction during ELD when students are working independently
- Continue providing PE program
- Continue 5<sup>th</sup> & 6<sup>th</sup> grade music program
- Art in the classrooms
- Behavior
- More engagement in PTO and school events for our EL parents. – Provide translators, have PTO meeting in the morning
- Extra help for struggling students

Written Input received from a parent who missed the Site Council Meeting.

- In our district, there is not help for kids that are struggling that are not at the bottom. When my son was in third grade, his teacher said that he was a grade and a half behind. Unfortunately, his performance was not low enough to get extra help. I was alarmed because that seemed like he was very behind. Fortunately, for him, we worked countless hours at home and he just scored advanced on his last star test. Not all students have the benefits to having a stay at home mom who can dedicate her time to this cause.
- We seem to concentrate much of our time on the English Learners. I think that it is appropriate to do, but not at the expense of all of the other students. My son sits in class and reads a book during the time that these kids receive their instruction. He loses out on instructional period that could help him. He scored below basic in reading for his STAR test last year so I really think that he could benefit on this extra instruction.

- We also need to provide education to push the kids that are ahead of the game. I have been told that there just isn't enough times to push these kids ahead further because there are so many kids that are struggling just to keep up. This is true to those Kindergartners who attended the Pre-K classes. It is like they are having 2 years of kindergarten.
- New Common Core meetings have been good, but teachers need to hold meetings to assist the parents to help the students. My 6th grader is very good at math. He needed some help. The way that the new curriculum was asking him to figure out the answer made no sense to me. I just showed him the way I knew how to do it and he was able to complete the assignment. If we are expecting these kids to change the way things have been done for decades, then we need to help train the parents as well.
- We have had a 6th grade teacher that has done a great job with leveling the kids for reading among their own classrooms. I know that this can add extra time and work, but the students are very engaged at their own reading levels with other kids at a similar level. They have discussions and work together as a group. It has made for great differential learning. Differential learning takes more work, but when teachers implement it, it makes for a better learning environment for all of the students. If teachers had training on how to do this, it would benefit all students.
- The more technology the better. The more that it is in the classrooms, the more teachers are going to be able to apply differential learning to all students.

## **Parent Coffee – Tremont Elementary**

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April 25, 2014-13 participants

- Allocating money for enrichment to address needs of GATE students
- Allocating money for Professional Development
- Can Tremont receive SES dollars like Anderson and GH?
- Can Tremont get a program like Aspire?
- Technology
  - Technology is more important than Library or split library and technology
  - Bilingual program
- Pre-school program for 4 year olds
- How id CDC preschool related to Tremont kinder?
- Professional Development for teachers on CCSS
- More parent/ teacher seminar for CCSS
- School Messenger calls prior to CCSS Parent Nights so parents are aware of meetings
- If Montessori becomes part of the District, will we be financially responsible for Montessori
- Teacher recognition, interview a teacher
- Parent shave access to test scores
- Can we require parents to volunteer a number of hours like Montessori?

## **ELAC – CA Jacobs Middle School**

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April 24, 2014 – 19 participants

- Parent Liaison
- Technology computer classes for students and adults
- DHS- Parent Liaison
- Transportation
- Summer School
- English classes for adults
- Tutors during the day in classrooms
- All meetings have translators so Spanish speakers have access
- More sports – after school and during school
- More vocational type classes at DHS - Voc. Ed
- School Messenger contained in Spanish
- Sports

## **Site Council – CA Jacobs CA Jacobs Middle School**

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March 24, 2014 – 8 participants

- Fund At-Risk Intervention Coordinator position
- Can parents pay for planners? Elementary parents pay for planners
- Trainings – could some be funded through CCSS?
- Release days for teachers
- Any other way to fund DSLT? Or possible to stop trainings next year?
- EIA funds – Instruction Materials & Supplies were one-time, what costs will there be next year? Most likely will be CCSS-related materials

## **ELAC – Maine Prairie**

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March 27, 2014 - 10 participants

- Parents want more support for the ELs (English learners)
  - More support for EL's
  - They would like some Bi-lingual aides
- A full-time parent liaison
- More help for students
- Tutors to support all disciplines
- Computer lab
- Computers for all students
- Science lab
- The parents would like a gym or a place for the students to play sports
- More sports activities
- A cafeteria or lunch room
- New facilities

## **ELAC – Dixon High School**

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April 29, 2014 –3 participants

- The library should be open every school day, especially during lunch.
- Library hours should be extended after school.
- Summer school should be provided especially for Math and English classes
- Summer school should extend to 10th and 11th graders; it should not be limited to 8th and 9th graders (this was stressed in particular for the Math classes)
- A suggestion was made to have some text books available in Spanish for Math and Biology.
- Summer school should be offered for English learners to advance in their English acquisition.
- The ELD class should have specific levels through which students advance in order to provide the experienced students the opportunity to advance towards the higher levels.
- Experienced students should not have to repeat known material every time a “new-comer” arrives.
- To promote parent participation, the ELAC meetings must provide opportunities for raffles or “gifts/treats” to motivate attendance.
- ELAC meetings –as well as other parent meetings—must provide guest speakers to present on community matters such as:
  - Information on immigration
  - Dixon Family Services
  - Presentations by university students on how they reached their goals
  - Information on health insurance/other types of insurance
- A position for a parent-school liaison might increase parent involvement
- After school tutoring should be given economic support; it is very effective, but we need more university student tutors
- Adult tutor/teacher aides who speak Spanish should be employed to help English learners in challenging classes such as Biology/Math
- Certification programs should be initiated to provide high school students with the opportunity for careers in the technical fields
- More economic support should be given to other sports besides football