

Community Meetings
LCFF/LCAP/Strategic Plan
DeJean Middle School
January 28, 2014

Flip Chart Notes

Q1. The LCFF requires that we target new resources to low income students, English language learners and foster youth. What services or programs could we provide and how could we provide them as academic support?

- Health services at elementary schools
- After school tutoring
- Additional support through RAP center for services such as translation
- Expanded career pathways
- Additional college / career preparation and coaching
- Programs to improve school climate (safety)
- Enrichment programs; art, music, science
- Training for parent leadership
- Writing support
- Culturally relevant curriculum
- Project based learning
- Longer school day / full day kindergarten
- Adjust academic calendar
- Alternative learning time
- Tutors, aides, Learning Center
- Academic counselors (student to counselor ration in HS needs to be lower)
- Across grade level interaction , multilevel learning
- 21st century skills
- Small class sizes (esp. 1:24 secondary)
- Health centers / coord. at middle schools
- Home internet access
- Counseling for non-medical (all levels)
- More counselors (ES, MS< HIS), lower student ratios
- More campus security
- Instructional specialists
- No combo classes
- “Push-in” services
- Community engagement workers
- Translation services, English classes for parents
- Changes in providing after school programs, health center services open later, resources close early
- Homework help – more qualified staff, substance, move staff
- Smaller class sizes in secondary (EL, FY, LE, struggling)

- Support for newcomer students / small group intervention
- Need materials in home languages
- Highly qualified administration
- Full day kindergarten
- Classes / workshops for parents to help their students
- Expanding summer school to include more students, number of sites
- Parenting classes
- Case management for foster youth who are transferring into the district
- Adding more art classes
- ELL students need more tutoring
- More Instructional Assistants
- More ELD teacher support
- No more combination classes
- More translation services for various languages
- Teacher looping
- More stringent summer school requirements
- Mandatory parent involvement with students
- Increase safety (CSO's elementary), cameras
- Healthier lunches
- More mentoring after class
- Roving ELD teacher that goes up by grade level
- Online learning with Rosetta Stone
- After school online learning that is engaging
- Clear accelerated intervention standards for ELD students – targeting new comers to higher level students
- Redesignation clearly outlined to parents
- Home language survey needs to be revised
- Online program at home for EL students / technology to help with access – especially for students who must go home right after school
- More access to preschool programs
- “Help Line” for parents and students
- Healthier food choices for students
- Academic supports for use of technology and access / training for students and staff
- Access to a bilingual preschool program

Q.2 What services or programs could we provide and how might we provide them as socio-emotional support?

- More counselors
- Additional resources at elementary level
- Recognition of positives (esp 2 elem. level)
- Encourage parent participation – some policies (fingerprinting) may discourage
- Encourage community participation
- School-wide implementation of programs ex. Toolbox
- Enculturation of teachers via PD

- Collaborate with community partners, esp. for funding
- Access to mental health services
- On site direct services
- On site counselors / crisis
- Mental health
- Social emotional learning time
- Health centers / coord at middle schools
- Counseling for non-medical (all levels)
- “Push-in” services
- Community engagement workers
- Character development programs district-wide
- Parental involvement counseling services
- Metric for programs / evaluation of special services / coaches
- Targeted staff to coordinate special programs
- Nonprofits provide services at school site, coordinated effort
- Arts integrated back into classroom
- Mentor program (organized centrally)
- Playworks (lunch time) at middle schools, every site
- Parent input into school lunches
- Bilingual counselors, more access to students, non-medical
- More life skills, mindfulness, restorative justice, positive discipline
- Coordinated system to identify those in need, esp. ELL, FY, SE, LI, all sites
- Arts, music, drama, field trips
- Parent classes
- Full-time psychologist for every school
- More counselors
- Funding for after school clubs for elementary
- More groups/clubs for kindergarteners
- More family nights
- More civic classes
- Sports for kids
- Health care programs for each school
- Gym at elementary schools
- Mentor programs
- Additional support for the Principal
- More counselors / counselor at school on a regular basis
- Conflict mediation
- Teachers that really care about education
- Counselor support to help in emergency situations
- Communication skill development training for teachers – mandated!
- Link mental health services partnership on-site
- Programs for parents to help students (wraparound)
- Adding more programs such as “Toolbox” and “Mindful Life.” How do we add a parent component?
- Alternative forms of discipline that follow more on Restorative Justice mindset
- Could a student go to a counselor before the principal for discipline

Q3. What other wrap around services – e.g. health, vision, attendance, parent engagement for non-English speaking parents, special services for foster youth – should we be considering?

- School nurses / medical services, exp. at elementary
- More support for families of ELLS, additional community workers
- Parent ESL classes on campus
- Home visits (teachers → students)
- Support for foster youth, pre-transition
- First-aid kit in every classroom
- Co-developing with non-profits
- Foster student middle/high school (SDUSD)
- Life skills
- Parent outreach – innovative ways
- Organized activities for students
 - Play works
 - College days / experience
 - Career day
 - Study trips / overnight trips
 - Student clubs
- Full time nurse at every site
- Health centers / visiting doctors, dentists
- Intensive counseling / therapy
- Organized trauma team
- Common language in teaching students / alignment (parents, teachers, tutors) math department
- Services during holiday breaks (workshop, structured activities)
- Year-round school
- Free summer programs
- Enrichment programs / trades
- Spread out all services to all grade levels, including speech (kindergarten)
- Intervention services to start at kindergarten
- Fast track reclassification program
- English classes for parents
- Bilingual translators on campus
- School nurse at each site
- On-site parenting courses / academic support
- Outreach to fathers
- Cultural awareness support classes/events
- More variety of ESL classes for parents
- Technology education for parents
- GED classes for parents at school sites
- Voluntary on-site English classes, parenting classes with child care
- Family nights (on-going) to learn English and make connections with the school
- Wraparound services – clear way for CBOs to partner
- PTAs at every school

Q.4 What kinds of support should we provide to our school staff, especially teachers to improve outcomes for low income students, English language learners and foster youth?

- Retention: incentives, class sizes, resources, training, salary
- Technology: resources and training
- Classroom aides
- Focus on 3rd grade reading, teacher PD focus
- Feedback from students to I.D. strategies that work
- Training on how to best utilize parents and volunteers as partners, training for volunteers
- Vertical alignment and collaboration, high school, middle school, elementary school
- More teacher recognition
- Address summer learning loss
- ? school year
- Ensure funding is distributed equitably - \$ goes where it's needed
- Study hall, academic support built into the school day
- Equity in facilities, new construction (Richmond High & Kennedy)
- Mindful Life Sciences
- Longer school day = "Life Classes"
- Discretionary teacher supply budget
- Extra PD – classroom management, collaboration (compensated). Teacher driven
- Prep Teachers, PE, Music
- Bring back music, art, drama, construction/woodshop
- Class size reduction (k-12)
- Pay teachers for longer day / collaboration time
- Aides in classroom
- Cultural sensitivity training (ongoing)
- PD
- Staff celebrations
- System to make data accessible to teachers
- Internships for teachers (e.g. engineering)
- Phone-based translation services (ATT)
- Foreign language classes for teachers / staff
- One to one devices for students
- Ongoing training for all staff
- Tuition reimbursement for job-related class
- Internal career paths for all staff
- Digital classrooms/exchanges
- Most qualified teachers in low income schools / challenges
- Incentivizing teachers
- Bilingual staff for front desk
- Tutoring
- Qualified teachers' aides in classes
- Give teachers cell phones
- Cash bonuses
- One teacher aide per class
- Reduce class size K-12 to 20

- More classroom support for students who are below grade level
- More planning and collaboration time for teachers (in the contract)
- Consistent PD around intervention strategies
- Make technology a base requirement for teachers and provide more training
- Equity in every classroom no matter of the school (materials and access)
- Accommodations for over-crowded schools
- Increase office staff for larger schools
- More job specific training for classified staff
- More teacher recognition on a district level
- Volunteer process easier to access (new process user friendly)
- More aides in the class to support teachers especially TK
- K and 1st grade teachers need to ask parents for support
- Training teachers how to use volunteers
- More site supervisors on the yard
- More support for the office staff
- Training for teachers on how to ensure lessons are engaging
- Teachers time to collaborate (per grade level) especially on essential standards
- Common assessments sharing best practices and strategies – sharing students between teachers
- Time within the school day for interventions (not before or after school)
- Systematic Master Schedule
- Making RTI an effective part of the system
- More coaches for the elementary schools