

Community Meetings  
LCFF/LCAP/Strategic Plan  
Hercules Middle School  
February 6, 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?**

- Support Personnel with teachers (Grad Tutors) Li, ELL, FY
- Time for collaboration for teachers and support staff to develop support plan
- Service Learning, tutoring students at elementary schools, leadership development
- ASP tutoring, enrichment, intervention, promotes community engagement
- Vocational / career readiness programs
- Equitable distribution of Title 1 funds throughout district to support academics, the invisible yet eligible student
- Programs that support ELL, LI, FY, (writers coach connection) reading partners
- Extended school day
- Extended school year
- Student study trips
- Hands on activities
- Real world experience
- Bring in community member mentors (those with ELD experience and other type experience)
- Paid tutors – college and pro district wide, 1 : 1 or small group
- Smaller class sizes
- Emphasis on in school time in a better study design, small class more help in class
- In class support – aides, small groups
- Targeted groups like early, late birds
- More adults in classroom to facilitate group pullout like reading specialist, elementary; secondary
- Project based learning
- Aligning afterschool with school day
- Train facilitators in Common Core Standards
- Targeted early intervention
- Homework center
- Family language development, adult English Ed.
- Tapping into competencies of parents / community
- English language learners, foster youth – academic support
- Tools that help us to monitor and target customized learning plan
- After school tutoring – extended day with structure, smaller group setting
- Technology training / teaching
- Expand after school programs
- Individualized tutoring before / after school

- Saturday school – academic
- Longer school day
- Year-round school (smaller breaks between sessions)
- 1 : 1 computer : student (student physical health)
- Longer summer school
- Counseling to support academic growth
- On site counseling
- Access to technology for ALL
- Keyboarding skills
- Systematic approach to CAHSEE intervention
- Systematic after school programs. All students should be able to take advantage of offerings
- Access to library use for after school programs and technology
- More psychologists
- One on one counseling, tutoring, home visits for those having issues
- Instructional specialists for all levels (support academics)
- More vocational / trade skills / life skills (shop, etc.)
- Focus on college and career

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

- Mental health services at every site, bilingual access
- Nutrition programs / education, give support to families while educating students
- Teaching young people conflict mediation and culture building skills (mental health curriculum done by counselors)
- Curriculum that supports tolerance
- Training for staff in de-escalation strategies
- Mental health support for staff
- More alignment between service providers and school system / administration (Restorative practices with support staff to operate program)
- Comprehensive sex ed. programming (systematic and sustainable)
- DARE programs to teach students
- Look at what affluent districts have offered and how can we offer similar?
- Civics - increase appreciation in community
- Mental health screening – broadly
- Wellness centers – K-12
- More diverse language assistance, not only Spanish
- Language translation access
- Cultural appreciate programs
- Cultural validation
- Build on peer relationship group for students
- Conflict resolution programs, proactive not always re-active
- Violence prevention program
- Address post traumatic stress for students
- More mental health

- Problem solving
- Character development
- Teaching empathy
- Mentorship programs
- Mentorship programs
- Advocacy around accountability responsibility
- Ethics
- Counseling
- Substance abuse resources (drug & alcohol classes for elementary as well)
- Wrap around services
- Family support for elementary
- Mentoring
- Information for services
- Technology that works
- Enrichment activities(arts, music)
- More counseling services
- Peer support
- Music program / fine arts extra-curricular
- Increase medical services / mental health for all schools
- More school to career counseling services
- PD for teachers to be more aware of emotional / medical conditions
- Academic competitions
- More support for musical instruments ( 1:1 instrument : student)
- More safe schools (physical and emotional , anti-bullying)
- More PE opportunities
- Psychologist / counselors on site
- While-child...school 0- home connection. Increase these connections
- Health centers
- Crisis / grief / social behavior / anger management groups, more systematized throughout district
- Support parents – help them with coping / emotional skills, how to support their kids
- Anti-bullying, in-school climate support, counseling services, good programs from K – 12, cyberbullying
- Sports, after school programs, art, music, social, PE gardening, field trips, K-12
- Teen-talk, let them express themselves, provide that environment
- Peer leaders, creating peer leaders who will set culture

**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?**

- Health fairs and events that showcase enrichment while providing community learning opportunities
- Additional staffing (position) to oversee socio-emotional / life skills / Restorative practices/ etc. (Can provide Prep to teachers) and delivery of curriculum.
- Investigate best practices for improving student attendance
- Look for root causes of truancy and see if we can address

- Parent outreach to facilitate extending services to students
- Community worker to serve each school
- Transfer student families have a hard time attending activities...transportation vouchers? Need to help create parental buy-in, connection to school
- Family ambassadors
- Employer / district relations to facilitate parent involvement without economic impact to families
- SST program – break down barriers that impede
- Free adult instruction
- Parent liaison programs, create central place to connect parents to service providers, outreach and information services for families of children with special needs
- Family resource center
- Assist wider community view – get out of community for day, exposure, motivation / passion, exploration, expansion
- Accessible health services for all
- On site case management (esp. FY)
- Welcome center for families to view us
- Communication regarding student progress
- Training for parents with CCSS and how parents can be engaged
- Translation for more languages (Korean, Vietnamese, Mien)
- Nurses
- Education targeted at naming specific types of abuse
- Food (nutritious)
- Trauma training for staff
- More community workers at all schools – build strong relationships for stakeholders
- Psychologists and anti-bullying campaign
- Parent engagement
- EL Classes for parents
- Health services offered to “Family of Schools”
- Communicate available resources to parents and students
- Late transportation to allow students to participate in after-school activities
- Provide Nutrition Services for all who participate in after school activities
- More parent access to classroom time / school
- Ease of parents access to student records
- Glasses – vision services (partner with Berkeley)
- Community partner services at sites – legal, medical – on site referral
- EL classes for adults
- Computer training for parents, beef up services on web site
- Easy access to answer questions parents may have, career, GPA, etc.
- Parent resource room with bilingual computers, etc. At each school, one stop
- Special education should be included in programs – Full Inclusion
- One on one – use community resources, parents, retired, etc.
- Parent Ed for those wanting to learn Spanish
- FY at 18 – help provide them support to transition

**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?**

- Class size reduction K-12
- Time / collaboration to support transition to Common Core (depth of knowledge)
- Need resources to support transition to Common core
- PD Day for collaboration to support lesson planning and curriculum planning
- More full days of required collaboration that is not a dictated agenda
- Cross campus collaboration by grade level
- Require SPED ongoing credentialing so SPED students can receive credits
- Training
- Staff development about teaching vocabulary, punctuation....
- New teacher support – esp. transition time provide lessons, training and supplies, out of the box options
- Grad students in the classroom
- Recruit student teachers
- Improve sabbatical system
- Teacher mentor cohort
- On demand content teacher / coaches (but with confidentiality)
- PLC
- Support for students who are pressed into service for their families as translators or who are performing family support functions
- While child, food scarcity / insecurity, nutrition
- PD for cultural competency
- Adequate money for educators
- Collaborative initiative to ensure that K-2 are readers, as close to grade level as possible, aides, small groups
- More time set aside for collaboration, planning
- Staff training for identifying issues / problems / challenges
- More aides for classroom teachers
- Increase materials and timely
- Interactive learning – ex. Gardening, etc., equitably
- More support for new teachers in addition to BTSA and CRT and classroom management (include support staff)
- Translation services for teachers – ex. a bilingual aide
- PD focused on LI, ELL (like lesson planning)
- Tech for teachers (ex. Voice amplification)
- Classroom setup
- Provide better compensation for teacher hourly subs
- Offer more PD
- Offer more academic / content coaching
- More training in the area of technology
- Access to “professionals” (i.e. role model) to show students of what they “could be”, career counseling
- More focused training on items listed in Q4 (LI, ELL, FY)
- Language training for all staff

- Hire more bilingual staff
- Assist with language acquisition
- Teachers release time to TEAM and collaborate, lesson planning, etc.
- More teacher training, mandatory – pay them
- Teach them patience
- Smaller class sizes K-12
- Kindergarten 1-20, extended day
- More support in office
- Training around what equity means
- Follow-through on programs – don't ditch them right away
- Keep to priorities
- Training on data-driven instruction
- Tech support (PD and repair)
- More security
- Increase number of instructional aides
- At least an hour (rotational) K-12 instructional aides
- School gardens for all + water
- Home Economics
- Physical Ed at elementary + music