# Local District East

## LCAP Study Group Feedback

Goal 1 - 100% Graduation
October 8, 2019

GROUP 1
- Communication – (Parents and Teachers)
- Monitored interventions – ( Before and after exams)
- Supervise principals– (visits without notice)
- Mandatory uniform use (reduces bullying) in public schools.
- Consequence for parents and severe children (fines as previous years).
- Provide additional funds other than the designated budget to schools.

GROUP 2
- Academically, parent involvement with education.

GROUP 3
- Provide support for tutoring and intervention and monitor student progress.
- Provide personalized support to students and their parents regardless of their grade.
- Provide inclusion of students in all district schools without exception to SWD (students with disabilities).
- Educate parents about new programs offered to students (Naviance, KHAN Academy, linked Learning) and monitor their implementation.

GROUP 4
- Students with a "C" close to graduation are placed in a focused intervention system to prevent graduation with a D. DO NOT graduate them simply to meet the state graduation goal.
- Do not penalize students with "No Graduation" in the case of lost or missing books.
- Implement innovative programs about the twenty-first century workforce in each community, for example (robotics, engineering, international languages)

GROUP 5
- Classroom teacher, 100%.
- Appropriate training for students, in classes and after school.
- Much more technology is needed within the classrooms, for each individual student.
- We need highly trained administrators, for the position of principal.
- We need police officers for students within schools.
- We need metal detectors, on all doors.
- We need parent training about the Naviance program.

GROUP 6
- We need counselors for 12th grade

GROUP 1

- Priority in having a trained person to be able to organize or make our committees like ELAC, SSC etc. to have better performance in our students.
- Priority for intensive academic programs, have the materials and technology updated and appropriate for each school.
- Having workshops in our schools about helping our students study or monetary aid because information has not been given that is why people do not know how to ask our community for help.
- Professional development for teaching staff

GROUP 2

- Present information on services provided at each school.
- Offer an academic level in an instructional and real way in SPECIAL EDUCATION (sic).
- Most up-to-date assistive technology for SPECIAL EDUCATION STUDENTS.
- Training for all personnel.  At the school level (teachers, assistants, principals, secretaries, etc.) about behavior to help students better.
- Offer training to keep parents informed of the tools that are available.
- Hold teacher workshops to train teachers on education and discipline.

GROUP 3

- Evaluate teachers constantly
- Monitor the needs of each school
- After school tutoring for all grades and different subjects.
- Parent meetings and workshops be mandatory in the mornings and evenings so that working parents can attend.
- Update or change teaching strategies.
- More communication between teachers and parents.

GROUP 4
- Professional development for teaching staff
  - Student focused intervention
  - Offer better quality science programs.

GROUP 5
- Intervention focused on the needs of the student.
- Support with technology outside of school.
- Professional development and monitoring of the implementation of the strategies agreed upon in the SPSA by teachers.
- More "paid" class planning time for teachers.
- More funds for technology in all schools and all grades (k-12) for improved proficiency in state testing.

Wednesday, November 13, 2019

GROUP 1

- Safety in school-when children feel safe at school, they are happy to go to school every day.
- Continue to provide incentives for students to encourage them to continue improving their attendance.
- Provide more support to schools with the greatest need so that they can get to perfect attendance.
- --More assessments in schools that your "PSA" is doing is necessary on their behalf.
- --If schools are safe, there will be more trust in being in school.
- --Staff and teachers attendance is very important and also to give them incentives. (Motivate them) that all schools have support from the School Attendance Review Team.

GROUP 2

- Ricardo Gastelum And Elodia Loya
- Updated technology for students.
- Online programs.
- Flexible teachers with students
- Install metal detector in doors
- "Securitas" staff is more economical
- Principals that are "responsible for parent involvement.
- Improve math because only (3 of 10) are efficient
- Improve English 50% is failing.
- Consequences for staff, "no work no pay"
- Improve customer service " secretaries in schools"
- Encourage children who are striving to improve their attendance. Incentivize children that are trying hard to improve their attendance.
- Make children feel special about attending school. Make children feel special for attending school.
- Teach children that they are the most important person in their school. Teach children that they are a VIP in their school
- Overall result to have a ==tive== environment for children [sic.]
- What is the District doing to support and assist students and parents with chronic absenteeism?

#4 - Parent and Community Engagement.
Tuesday, October 8, 2019

GROUP 1
- Involve parents and inform them about the importance of early childhood education so that parents continue to attend meetings and workshops.
- At the school level, put a trained person with professional ethics and knowledge to work with parents. (Parent Center)
- Educate parents about the importance of parent involvement in school and child education.
- Better communication between parents, teachers and school staff.
- Educate parents about the importance of teaching their children the importance of education.

GROUP 2
- School fairs (assist)
- Training Of Representatives – (communication, good treatment)
- Workshops for secretaries (customer service)
- Advisors representatives who make visits without notice. Rep coaches to make un-invited visits.
- The representative must share the information for the events.

GROUP 3
- More training for parents in committees (ssc, elac, etc) that training is more structured and not so basic to teach how to develop budgets
- Grant funds to reward students who motivate their parents to engage in meetings and attend regular meetings in their schools.
- Provide simple and understandable data presentations so parents can make good recommendations in school councils.
- Hold welcoming meetings for parents in which presentations of the different programs offered by schools are given.
- Better training in the delivery of workshops for parents in all schools.

GROUP 4
- Have presentations in the auditorium for students of the month, for example: awards, presentations by singers, writers and professionals, or politicians and university graduates.
- Schools to get programs where universities can donate school shirts for students and parents if possible.

GROUP 5
- Require and monitor community representatives to provide appropriate workshops to parents based on the needs of students and community.
- Train the community representative on how to motivate, treat professionally, and involve parents in the school and community.
- Offer more workshops in specific areas for parents (computer science, ESL)

GROUP 1
- "For a better safe and healthy environment" further implement Restorative Justice in schools.
- Train parents on Restorative Justice.
- Train staff in general and professionals on how to effectively implement restorative justice.

GROUP 2
- Have trained personnel to supervise the yard.
- Provide training for volunteers in crossings.
- More severe consequences for children who cause harm.

GROUP 3
- That this service be made known in our school to avoid the fighting of restorative Justice.
- That teachers and school personnel be effectively trained with the same information for everyone on how to resolve student conflicts.