

# Local District Central

## LOCAL DISTRICT CENTRAL LCAP Study Group 2019-2020

### Participants Feedback on **Goal 2: Proficiency for All**

#### **Goal 2: Proficiency for All**

<ul style="list-style-type: none"><li>• Special Education: More PD for teachers who work with special education students and training for teacher assistants.</li></ul>
<ul style="list-style-type: none"><li>• Art and Music: Give more importance to these activities, providing more time for teachers (to engage in these activities) and instruments.</li></ul>
<ul style="list-style-type: none"><li>• Implement Restorative Justice services in schools</li></ul>
<ul style="list-style-type: none"><li>• That incentives be granted to schools that increase their attendance, tools or resources for academic enrichment. Example: computers, science lab, Art supplies etc. etc.</li></ul>
<ul style="list-style-type: none"><li>• The Master Plan needs to be correctly implemented and supervised</li></ul>
<ul style="list-style-type: none"><li>• Promote the existing resources for students participating in the special ed program</li></ul>
<ul style="list-style-type: none"><li>• Lower class size</li></ul>
<ul style="list-style-type: none"><li>• Better supports are needed for English Learners with low academic achievement so they can reclassify</li></ul>
Expand Early Education and make it accesible to all
Foster Youth and Homeless- Better professional development for staff to ensure resources to students and families
IEP: Early identification of those students; more follow up; more support for parents
Arts: More arts programs for all, especially during this world of tablets, phones, screens. Some will find their unknown talent/skills
CSPP: That pre-school is the base of parent engagement with their child's learning and school volunteering
Bilingual Programs: Implement bilingual programs beginning in pre-kinder
Actions 10 and 12: Support to Instructional Technology and Establish an Arts program: Combine these two actions because they can support each other.
<ul style="list-style-type: none"><li>• Action 9: Implementation of the Master Plan - It is necessary to continue working strongly giving more importance to the Parent Centers so that they can carry out the activities carried out there, so that they are open more hours because this way there will be more participation of parents and they can collaborate with the principal in the creation (planning) and implementation of the Master Plan</li></ul>
<ul style="list-style-type: none"><li>• Action 6; Continue with the ETK and TK plan. We would like the extension of the collaborative program until 1<sup>st</sup> grade</li></ul>

**LOCAL DISTRICT CENTRAL**  
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**Participants Feedback on Goal 4: Parent, Community, and Student Engagement**

**Goal 4: Parent, Community, and Student Engagement**

- Provide more training for parents regarding colleges and universities beginning in early ed
  - Action 9: Implementation of the Master Plan - It is necessary to continue working strongly giving more importance to the Parent Centers so that they can carry out the activities carried out there, so that they are open more hours because this way there will be more participation of parents and they can collaborate with the principal in the creation (planning) and implementation of the Master Plan
- CSPP: That pre-school is the base of parent engagement with their child's learning and school volunteering

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**Participants Feedback on Goal 6: Basic Services**

**Goal 6: Basic Services**

Make nurses, PSA Counselors, and librarians part of basic services (not supplemental)

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**Participants Feedback on Goal 3: 100% Attendance**

**Goal 3: 100% Attendance**

- Change: [Saying that] 0-7 days is good attendance for:  
"Take action when a student has 3 absences" [by having ] personal appointment with parents / student / school staff
- Workshops for parents  
"Specifically with chronic absences to create awareness
- Create special programs with students with "special needs"
- Counselors, psychologist must have communication with the teacher and parents to meet each student's need
- **Encourage students with good attendance**, "Teachers model good attendance"

### Goal 3: 100% Attendance

What helps:

- **Incentives and certificates: monthly attendance**
- Supporting a healthy environment, leads to better attendance
- Using/utilizing the Parent Portal
- Helping the Homeless/Foster Care Programs
- Monitoring chronic absences
- Perfect attendance banners in the classrooms

- Children who really live in the area
- **Support chronic assistance families**
- Make a contract with parents who are going to attend regularly and on time
- That principals give permits and support families who want to go to other schools = happy children
- Meetings with parents of students with chronic attendance (5) absences
- Absences or excused absences are not “absences anyway
- Let parents know that they are closely watching their attendance

- **Every school should have a full time attendance counselor or have a plan B!**
- As parents, we would like to see a follow up on the agreements made after the strike and how our superintendent is respecting this agreement
- **Every school should have a full time nurse!**
- Principals, parents, and administration need to work together. What is the plan?

- Support for parents and families who have students with chronic absenteeism
- **That each school has a PSA** more than 1 day a week - 2 days at the primary level, 3-4 days at the middle school level, 4-5 days at the high school level
- Monitor teacher attendance
- Provide more disaggregated data on attendance by subgroups (English learners, low income, foster homes, and special education)
- Comment: recognition of good assistance to parents along with students

- Workshops for parents on the importance of school attendance
- Teachers plus training for students who are with trauma
- That the school has an attendance assistant.
- That the school encourages perfect attendance
- That the school cites parents for poor attendance (of their children)

- Assign for every 150 students, PSA 1 day plus number of students, 2 to 3 PSA
- **Coordinate with the instructional office to offer more interesting elective classes to motivate students to have better attendance**
- Support the socio-emotional mood of the students from the beginning of the problem

Changes

- That the counselor has apart from knowledge, a willingness to make the change in the student
- Students who improve their attendance must be celebrated, but those who are already responsible for keeping them motivated should not be forgotten
- Build attendance campaigns where parents and guardians of students are mainly involved
- Create posters with good attendance motivations around and inside schools

- All schools must have mandatory PSA attendance counselors
- Encourage monthly students who have good attendance, and who also improved their attendance
- On the day of the conference, all teachers should explain to the parent the importance of attendance
- Have the monthly school calendar, important events

### Goal 3: 100% Attendance

- That teachers be trained to motivate students. That the teacher assistant is trained
- **Have counselors 5 days in all schools**
- Maintain the weekly, monthly, and annual incentives that some schools already have (diplomas, trophies or medals)
- Hold meetings with parents of students who are missing too much
- Recognize students at the district level with acknowledgments with a special kindergarten through 8th grade, or kindergarten through 12th grade
- Have monthly evaluations to reduce chronic absences
- Make a committee for school attendance support parents
- That principals motivate parents to be more involved in attendance
- Personal calls and meetings to parents of absent children
- Awareness talks to parents and children about the importance of attending school regularly
- Reduce bullying so that children arrive at school
- Motivate them in the classroom
- As parents, motivate our children to attend daily
- Teachers take time to talk about bullying and its consequences
- Student attendance is important and parents and teachers should work jointly.
- Attendance: work as teams: district, principal and parents to combat chronic absence.
- Attendance: more incentives and recognitions for improved attendance see what kind of support we, as a school, can provide for chronic absentees and families.
- Attendance: increase the number of meetings to let parents know the impact and importance of attendance

### LOCAL DISTRICT CENTRAL LCAP Study Group 2019-2020 Participants Feedback on **Goal 5: School Safety**

### Goal 5: School Safety

- School safety inside and outside; events that happen in the community impact our students (routes to and from school)
- More collaboration between school and LAPD
- Empathy / students with special needs
- **Restorative justice** is important for students and parents
- When children fight or do something wrong, call the parents and have the parents stay all day watching the child's behavior on campus.
- **Have meetings at different times.**
- Register at the entrance of each school with identification.
- More security in schools at the time of lunch and break and that the people who care for them are not on the cell phone.
- Weapon detectors in secondary schools and schools with more population.
- **Develop a positive parent relationship with the school site (principal, teachers, etc.)**
- Develop a positive relationship with students daily at the time of entry and exit, recess and lunch with students
- **Have more restorative justice counselors and support systems advisors to help with the implementation of the multi-level system**
- More intervention in the area of play, nutrition
- More educational workshops about safety for parents

## Goal 5: School Safety

- Involvement of all parents
- Respect
- Transparency in what is requested
- More information for parents
- Work together to achieve better results and more actions
- That they listen and take into account our recommendations
- Teach and help our students to interact more with their peers and be respectful, in a positive environment, and at the same time prepare them for real life
- More tutorials to help them not be delayed in their education
- **Classes for parents, teachers, and students to create a positive, educational environment**
- Train us first to do our best

- School Police
- Restorative Justice
- Training [for all students and parents staff
- Cameras at the entrance of schools and radios to communicate
- Make the school uniform mandatory for students

- Safety Valet
- Visitor Registration
- Staff supporting at crosswalks
- Staff outside/ gates arrival and dismissal
- Buzzard camera at school entrance
- School police
- Welcoming environments
- RJ Adults modeling expected behaviors
- All support staff carry radios and are trained to deal with emergencies (on, near campus)

- JROTC / Navy / Police academies / programs in high schools to improve discipline
- Increase the staff of Police Officers so that there are also in primary schools
- Close the gates of after-school parking lots to ensure after-school programs / other activities
- Ensure that the door closes after entering (because it does not close by itself even if it has the doorbell and that has no security)
- More security for staff working after school / on weekends

- Schools are also trained to interact with students on a daily basis during arrival and dismissal, lunch, etc. to ensure the safety and well-being of students
- We need more restorative justice counselors, 6 is not enough per District, it's like, WOW, How many students is that? What is the ratio?

- Train staff who supervise children at recess time
- That restorative justice programs in general be carried out for parents, students and staff in general
- Continue to train teachers to resolve conflicts between their students in the classroom
- Training for parents to help during recess hours so that children play safer and with respect, to avoid conflicts and if there are none, be able to resolve them before sending them to the office
- Continue to monitor the entrances and open the gates when necessary

- Workshop for parents about school safety in case of an emergency: process / protocol
- Retraining staff to ensure that children are safe. Staff should not be on the phone during supervision time
- Security and the end of the day to protect kids
- Sing-out for parents who take their child early in the day