LCAP PRIORITY 4: ADVISORY COMMITTEE MEETING INPUT  
December 16; January 22

Priority 4: School Climate

**Students**
Happy, joyful students  
Add student surveys  
Student-initiated projects  
Students are engaged in class  
Surveys to students re: engagement: “What do you want to learn? What is important to you?” Voice to choice  
Mediation skills for students  
More youth engagement  
Address family issues when student has problems

**Prevention Programs**
Keep students at the school  
Students in classroom (high school)  
Need positive indicators, high morals in citizenships  
Need more bullying prevention training for all staff  
More training on positive interventions for students experiencing behavioral issues  
Can we have skill building workshops on self esteem/bullying prevention for students? How often is it practiced? And what follow up services are available to students if they have been victims of bullying?  
For example: Posters, teacher messages and materials?  
Need SROs and safe paths to and from school. Information was shared with Diana Rodriguez

**Teachers**
Need teacher surveys/teacher satisfaction  
Enough PD for teachers  
Need consistent teachers year to year (no pink slipping please)  
Need greater accountability for reporting bullying not just students but teachers  
Training and better understanding of student developmental issues and how to intervene  
More professional development for teachers  
Highly qualified teachers  
Teacher retention (avoid pink slips)  
Teachers can use classroom management training  
Professional development for SEL  
Balance the diversity of staffing to match the diversity of students

**Data**
Look at transfers and mobility rate as a measure for school climate  
Attendance measures, especially with middle and high schools  
Data is not based on income  
Better breakdown of data across the board  
Data study on the disparity of female vs. male suspensions  
Need more sub-group data  
Refer back to law for reference and examples  
Collect data on extracurricular activities to address effectiveness  
What are the local measurements that SCUSD will use?  
Use annual survey of connectedness to measure school climate and expand the survey to more grades
Need a local measurement around health
Review data for accuracy – especially at elementary level
Data collection re: suspension rates and reasons
Do suspension rates get recorded or reported in the School Accountability Report Card?

**Safety**
Good relationships to the SRO
Parents and students feeling safe
Support and traffic – safety
Areas of safety; relationships; learning; actual plant
Survey pupils, parents staff re: sense of safety and school connectedness
Crossing guards at all elementary schools, SROs at all middle schools
Campus monitors at all elementary schools
Campus monitor training in SEL and restorative justice

**Campus**
Appearance of campus
Cuts in custodian – general appearance has gone down
More custodians
Clean campus

**Parents**
Parents helping in classroom
Parent engagements/involvement in school
Parents need to be able to see if their teachers are growing and getting adequate PD
Increase parental involvement, especially at high schools
More central office support for classes like Zumba
Utilize parents; increase parent involvement; parents in classrooms; Zumba
More teacher/parent communication
More parenting classes (restorative justice; anger management; content specific education)
AFT training and Home Visits (increase involvement by going to parents)

**School Structures**
Welcoming staff, greeted and treated well
Principal visibility and interaction
Have enough options for high school students
Children and parents greeted in a positive way
Communication from staff to staff, teacher to student, needs to be positive
Student work being visible
Have rallies, etc., and school-wide activities
Extracurricular school activities, formal and informal
Sense of purpose
Respectful classrooms, staff
Sense of pride, engagement at all levels
Assembly to affect climate
Increase inclusive practices
Communicate extracurricular activities at all schools
After school activities
Have citizenship classes; homeroom and character building
Inclusive practices
Resources based on need not formulas
Better alignment and collaboration between after school programs and school
Who’s in charge of evaluating if a school is welcoming for students or parents?

Programs
Consistent after-school program aligned with curriculum
Enrichment please (arts, music, for all students)
Extracurricular in schools needed
Restoration of extra-curricular activities (i.e. band)
Extracurricular in schools needed
Extracurricular activities – enrichment, engagement & business, community partners, bring partners in
Extracurricular school activities, formal and informal
Enrichment please (arts, music, for all students)
Combine resources of schools for extra-curricular activities
Why were certain schools selected for SEL?
How do other schools access SEL?
Conflict resolution programs
Bring electronics back
Social service
What is happening with “zero tolerance“?
Need to communicate and train in policy and practice for restorative justice
Campus pride program
Use social workers to implement restorative justice practices
Expand the “train the trainer” model
Programs to address high number of males being suspended i.e. Men’s Leadership Academy
Need more mentorship programs for high-risk students; use a referral process to identify from detention rates. Program should operate throughout the school day not just after school
Create more diversity programs and include these in the curriculum
Develop programs that address self-esteem issues
Introduce “Collaborative Problem Solving” (Dr. Green)
More money toward restorative justice

Support
Adequate counseling support
Near-peer mentors
Need support staff i.e. social workers and counselors, to assist in implementing SEL
Peer mentoring
Academic support during, before and after school
Specific supports for AA students
More counselors to address social/emotional needs
Peer counseling

ELs/SpED/Foster Youth
Culturally responsive awareness
Transportation issues with foster youth
More foster care student services
Language support for parent engagement
Look at data on the cultural competency of teachers and the rate of male/female teachers who are suspending. Do we have enough teachers that reflect the cultural demographics?
Can the bullying materials or practices be held in different languages to serve ELL students?