

The logo for Modesto City Schools is a circular seal. At the top, the word "MODESTO" is written in an arc. In the center, there is a shield with a scale of justice and a book. Below the shield, the word "SCHOOLS" is written in a banner. The entire logo is in a light gray color.

Modesto City Schools

Teacher LCAP Meeting

Tuesday, March 1, 2016

6-7:30 p.m.

Grace M. Davis High School • Little Theater
1200 W. Rumble Road, Modesto, CA 95350

1. How can schools help struggling students and close the achievement gap?

- Smaller group intervention/class sizes with a certificated teacher
- Rethink homework: read books, play games that are fun, relevant
- Increase mental health services community liaison to help families in crisis, health issues/needs
- Life skills/social skills classes for students (i.e. Second Step prog.)
- One size does not fit all – allow for curriculum adjustment
- Curriculum and programs should be student-centered (based on needs, abilities, etc.)
- More time (i.e. 5th high school year, TK, full day Kindergarten)
- Resource model for more students
- Greater transparency on how funds are used
- More enrichment activities (i.e. music program, Visual & Performing Arts)
- Support and encourage leadership conferences, regardless of cost
- Music facilities/instruments
- More career awareness software and start earlier
- Technology for lower levels and special needs
- Special Needs classes
- Extend junior high library hours
- Full-time librarians to help students develop research and problem-solving skills
- Focus on literacy
- Improve teacher feedback to students, student feedback to teachers
- Provide diversity training for teachers

- Provide instructional support instead of admin.
- Utilize school psychologist skills/training for providing preventative, front-end services vs. special ed only (i.e. mental health services which are billable – LEP and IEP)
- Meet students where they are at and bring them up
- Need consistent science funding to meet new science framework
- Find out what motivates students
- Targeted interventions for Hispanic science learners to enhance engagement in science to direct STEAM/STEM-related careers
- Be proactive rather than reactive in meeting student needs – start in early elementary and junior high
- Need additional direct instruction in remediation courses
- Engage students through hands-on project-based learning
- Music in classrooms (K-6)
- Connect to real-world careers
- Career based courses for students not ready for CP

2. What can schools do to get parents involved?

- Parent social hour (with translators and attention to foreign languages, cultural awareness, inviting parents to assemblies)
- Classes for parents (on Common Core)
- Math Nights
- Utilize high school leadership classes to provide activities
- Provide opportunities for student performances
- Communicate with parents in primary language (for phone calls, Free & Reduced Lunch forms, etc.)
- More authentic communication
- Reach out to parents with positive contact
- Celebrate diversity
- Have better advertising
- Involve parents in more activities during the school day (field trips, college fairs, enrichment activities, etc.)
- Address the intimidation that parents feel
- Provide food at events
- Home visits
- User-friendly technology (websites, etc.)
- Set meetings at convenient times to parents, and vary when meetings occur

- Continue to offer parent workshops on relevant topics to parents and students (i.e. Second Cup of Coffee, AM meetings)
- Language barriers need to be addressed (Cambodian, Arabic, Chinese – check The Bridge)

3. What can schools do to prepare students for life after high school?

- How to adult: apply for a job, make a budget, loan application, etc.
- Exposure to different activities, people, social experiences
- Expand PBIS and include more training for all sites
- Literacy for all, whether they attend a four-year university or not
- High expectations for all students
- Involve students and their families in the process
- Lower the college counselor-to-student ratio
- Create a success skills requirement
- Grow and promote AVID program/strategies
- Mandatory sex education
- Focus on relevance in courses
- Trade school
- Vocational, “real life” courses in high school
- Life skill classes
- Foreign languages
- Specialty schools
- Career technology programs earlier on – expand ROP
- Career day
- Have real-world projects and activities
- Job shadowing
- Music programs
- Uniforms for sports
- Help students to focus on their individual strengths and skills (i.e. career inventories), then support them

4. What are we doing that’s working?

- Providing opportunities to discuss priorities
- Parent/teacher relationships
- Positive school climate
- Phone dialer
- Empowering BSU clubs and students with adequate staff

- CP process for all
- Starting and continuing a dialogue of the collaboration process
- Professional teachers in every classroom
- Administrator-to-student ratio is increasing
- Field trips and community engagement
- ROP – need more
- High school teachers providing tutoring out of their own time
- Extra-curricular activities

5. What are we doing that's not working?

- “One size fits all” curriculum
- CP for all
- Large class sizes
- Junior high and high schools ESS does not work
- Intervention methods are too late, not showing behavioral changes
- Lack of math options for non-successful students
- Technology
- Curriculum/initiative implementation
- Inquiry/elementary report cards
- Deincentivizing academic success
- No letter grades
- Staff/teacher collaboration
- Lack of professional judgment
- Collaborations are not teacher-driven
- Lack of academic freedom
- Communication
- Too much testing – it takes away from teaching time
- Too many Collaboration/Minimum days
- Block schedule
- Too lenient with cell phones
- Not hands-on enough
- LCAP process needs to be much more inclusive of all stakeholders
- \$ for ChromeBook devices
- Non researched fads (i.e. 1:1)
- Current class support - need to lower class sizes
- Shared LCAP resources between sites
- Transportation for students afterschool
- Music programs

- Rigor at junior highs
- Whole class intervention is not working (too many students/class)
- Site budgets not working – lack of basic supplies
- No LH classes below 2nd grade – need more elementary Special Day Classes
- Waiting for students to fail