

2016 LCAP Survey - MODESTO CITY SCHOOLS

What are we doing that's not working?

Number	Response Text
1	Model other classes/schools after the Fremont Open Plan program.
2	Top-down dictation to principals and teachers of teaching methods and material that restrict teachers to ineffective, teach-to-the-test, one-size-fits-all curriculum and teaching methods. Walk-through inspections of classrooms by teams of administrators and token teachers which are largely punitive and depress teacher morale. Tearing building administrators from their school sites for endless numbers of meetings with district administrators. Spending massive amounts of money on untested and/or substandard programs, curriculum, and technology rather than on efficient use of teachers and paraprofessionals by reducing class sizes and/or hiring more personnel. Micro-managing teacher schedules, working conditions, and teaching methods which lowers teacher creativity, effectiveness, and morale and, in many cases, even defies common sense. Restricting the academic freedom of teachers by not providing a variety of ways to deliver curriculum and discouraging and/or not allowing teachers to supplement district-provided materials with their own material or district-provided material that worked in the past.
3	While students are in school they have these figures of authority that they should look at as inspiration not fear. So Modesto City Schools should hire teachers that want to inspire not just looking for a paycheck.
4	Low performing schools need more interventions.
5	I suggest that we hire more college counselors. Sure, we do have a lot of clubs, a variety of electives, and tons of art/performing arts, and sports, but what we don't have at our schools are career educators.
6	Suspensions, or the lack of them now. We really need to weed out the undesirables. No more chances. My daughter was recently injured by one of these multiple chance trouble makers. I realize the district has its hands tied with this, but if enough parents, like me, voice our concerns that we want these students gone, then it should be heard. Safety is more important than someone's feelings. Send them to that military school in Ceres.[]
7	We do not ask for feedback on teachers from parents and students. They are the customers of our educational system and they know what is going on in the classrooms. They know which teachers are good and which ones need feedback on opportunities for improvement. My kids are 3 years apart and I heard from each and their friends the same comments and evaluations on teachers. I don't believe teachers get enough feedback. I think it could be valuable to the teachers and principals and could be used to bring up poor performers.
8	drugs in school, ensuring teacher competency
9	We need more connections to current events and the world they live in. Home Economics -many kids do not know how to budget, or buy goods.
10	There are too many minimum days & not enough time with their actual teacher. Especially at the beginning of the school year there seems to be a lot of substitutes. The children are just starting to adjust to the routines & then the teacher substitutions start. This has been an issue for many years even when my older children (now college students) were in school.
11	They are teaching us how not to do our taxes[]

12	It seems to me as an outsider that the schools spend an inordinate amount of time, effort, and money on the under achievers. In life, it's the high success people who get the attention. Right now it seems as if 75% of resources are expended on under achievers and 25% of resources expended on the highly successful students. Maybe those figures should be reversed. It is difficult to find motivated, competent employees. The current approach does not seem to be changing that. Maybe its time we spent our money where it could do some real good, the competent, motivated students.
13	I believe some students will do well on laptops and others will not. I believe we should have some type of test that determines how the student learns. I also strongly believe someone should be checking teachers who are close to retirement for burn out.
14	Special Education is not working.
15	pushing kids out of school, little or no teacher observation
16	i dont agree that students need to wear ID at all times, lanyards are poor quality as are ID cards, no transportation for baseball players,
17	Same as 8
18	Yes, there are rigorous standards, but please provide the proper support. Let our school principals focus on the vision of the schools and the district. They shouldn't have to be sitting in on every IEP, dealing with every discipline issue. The principal is asked to manage the day-to-day running of the school as well as being the cheerleader for teachers and students. Give them support so they can support the teachers so that teachers can support the students and families.
19	Requiring too much testing instead of teaching, ENY math curriculum, minimizing basic phonics/reading skills in younger grades
20	Not having regular support services in core curriculum. All classrooms (especially the large ones) need to have an assistant teacher. Recruit & retain only competent teachers, including substitutes. Retire teachers that are no longer providing optimal instruction.
21	Putting students that are habitually late in intervention room all period where they miss out on the lesson.
22	There is a severe lack of support for the arts at upper grade levels despite the evidence that the arts promote life skills like collaboration, and stimulate creative, innovative thinking. The arts are by their very nature performance based.
23	the remediation and watering down of core subjects,
24	U must overhaul the long term sub system. To lose the teacher is bad enough, then its a diff sub aftr diff sub aftr sub and none of them r (math,eng,res)literate. The students suffer.
25	Standing up to teachers - MCS teachers are wonderful talented people but they have no clue that they are one of the highest paid groups of teachers in the nation! Enough! I do think class size reduction will help teachers better connect and adapt with their with their student's learning styles.
26	Students are not receiving appropriate consequences based on behavior and referrals. Inconsistent use of collaboration time, lack of communication.
27	Everything
28	EVERYTHING!
29	College-prep for everyone in high school is not working. Many kids would benefit by having a lower level class to make sure they earn a diploma and gather life skills. This is true for Science, which I teach, especially.[] Also, classes are too large. 39 kids in a class is too much.
30	The schools should send or email the daily bulletin to the parents so they would know what is going on with the school
31	large classes
32	Common Core math. Not holding parents more accountable.
33	we are not technologically ready at our sites, class sizes are too big
34	Funding for programs. Sometimes money just gets spent in areas that don't benefit the students - or a majority of the students.
35	Requiring CP for all.

36	In order for students (high school) to participate in after school clubs or activities on school site, they must have transportation. Most kids (Johansen boundaries) are hindered from participating due to bus schedule. Pilot an activities bus schedule to meet needs of families that do not have transportation and/or must work 2+ jobs and are unable to give their kid a ride.
37	don't know if lab tops for each kid is necessarily a good thing. They are wired all day long and often watch netflix and movies instead of doing their classwork. As soon as you walk by they switch screens
38	Focusing all energy on college attendance
39	not helping individually or testing that sets every student in the classes they need
40	<p>We don't communicate well to teachers or parents. There is a lack of trust. We are good at giving directives and intimidating people who actually want to do what is right. We are good at not working together (Admin, teachers, parents). We're good at checking off "big picture plans" but not spending a lot of time following through and implementing the plans. []</p> <p>[]</p> <p>We are NOT good at supporting new teachers who are late hires. There isn't much of a safety net for late new hires. Instead of a plan of support, there is an assumption that someone will help them. []</p> <p>[]</p> <p>I may be naïve, but I was recently shocked to learn that the District evaluation process isn't as objective as I believed. This statement is coming from a teacher who has never received an unsatisfactory evaluation. []</p> <p>[]</p> <p>I think we control more than collaborate and decide together. I think we've forgotten that when people feel valued and part of a decision the follow through and outcome will be much better. []</p> <p>[]</p> <p>I think we are not good at utilizing SCOE who could be an amazing resource to support teachers and students. []</p> <p>[]</p> <p>I hope I don't get fired for answering these questions with honesty. It's not personal. I love MCS.[]</p> <p>[]</p> <p>[]</p>
41	Taken away music, and not teaching applicable daily life-living
42	Getting off of the education probation thing. Improving the grades of your students. Motivate the majority of teachers to care about the students. Provide counseling to students by bringing in more counselors to attend to the students without rushing
43	Common core
44	Not enough counselors
45	Lakewood doesn't email things home; what's coming up in class, suggestions for study over breaks, volunteer needs or opportunities. A "class mom" has taken some of this on for parties and such but I feel the school could do much better.
46	I feel AP Students are getting too much homework in every class and limit the amount of time students have for extracurricular activities, and enough time left after homework to get a good nights sleep.
47	Large class sizes and outdated technology is hurting students while other districts in the area are providing these much needed tools to their students.
48	almost everything(P.E.) is terrible.

49	I think that every school district can better address the needs of students. I feel like certain aspects of the conduct code are not being followed in order to show that we are suspending fewer kids but I don't know if that is the right way to do that. We definitely need more mentoring opportunities with one on one help when we can. I don't think we do nearly enough to make up for a lack of role models for our students.
50	There is too much bullying going on at school and the teachers sometimes tell children to handle it themselves. Why instruct students to tell an adult if they do nothing to resolve the problem.
51	Many school have bucket filler programs that stand in for anti-bullying but they go ignored. The programs that have schools posting a word on the marquee like "respect" but the word is never talked about are basically useless. Kids are bullied, even at the "good" schools. They need more support, and parents expect it, whether they should or not.
52	Too much money is being spent on technology without getting teacher input. Removing the computer literacy requirement on the high school level without replacing it with a computer science requirement is a mistake. High school students need to learn about computer science, coding, networking, and security. Many districts are requiring high school students to take a computer science class in order to graduate.
53	I am not really sure.
54	I think the fact that students are expected to learn in a way that is not quite the way they are used to may not be working as well as hoped. The numbers on the report cards don't seem to be as motivating as the letters either. Also, I think test scores and college preparation are being pushed a little too much. They are important, but it seems like the fact that everyone is different is getting lost over the years.
55	more money for science
56	Overall, I was happy with MCS while my children attended. I think better parental involvement in schools from K-12 needs to improve and I think the only way to start is to ASK how they could be involved and start from there? I also feel strongly that tenure clearly isn't working.
57	Some students fall through the cracks. Their lives have them dug in so deep they cannot be saved. They miss opportunities.
58	Tank tops and leggings. Many students do not see the use of rules such as "...strapless or off-the-shoulder tops...tank tops and muscle shirts are not allowed. Shirts must have sleeves that fully cover the shoulder." and "...Leggings may be worn with appropriate length attire, such as dresses, skirts and shorts that extend at least three inches past fingertip length. Leggings may not be worn alone as pants." The only reason we can think of for these rules is the sexual appeal it may have, but if boys/girls cannot control themselves just because we are showing a little shoulder and our butts are a bit more defined, maybe THEY should be the ones to be sent home. These rules are not preparing us for life after high school because you don't get arrested for wearing a tank top and leggings in public, so why do we get in so much trouble for doing it at school? School is supposed to be a relaxed learning environment, and leggings are comfortable. There are people that don't like the way their bare legs look, so they always wear pants but in the teenage years, it is hard to find pants that fit nicely. Leggings are an easy solution. My closet and many other of my peer's closets consist of tank tops. They are cheap and look nice on most people, and most people don't have a lot of money so it is perfect. But we have to go out and buy over shirts and t-shirts that don't fit right just to accommodate for a rule that (in a teenager's eyes) is pointless. Please allow us to wear leggings without something on top of them, and tank tops that have straps ticker than spaghetti straps, at least. I am interested in talking more about this. My email is maryleehw@gmail.com Thank you for your time.
59	Trying to be all to all for the sake of diversity and not realizing that we are limited.
60	All students are being placed in the same classes based on their grade level and not their performance. As a result many students are unable to have success because they are not prepared for success at their current grade level. The time in a class that they are not prepared for becomes counterproductive.

61	There is a lack of any meaningful consequences for bullying. The staff at Enslin have worked tirelessly to affect genuine change and bring about an end to this problem. However, after my own research it is my understanding that the State, as well as district, is discouraging or forbidding suspensions as well as other forms of discipline for negative behavior. I understand that recent lawsuits have left district with few options. But after my child was assaulted at school and the bullies still on occasion harass him, I feel something must be done.
62	Not all HS offer the same music classes. Gregory is to be our flag ship HS and it does not offer choir. Singing needs to be up a running at all Elementary and JH's. I currently have 1 very small feeder---- Mark Twain.
63	- Not recognizing all SLC's equally, meaning encourage both the teaching staff and students in their SLC.
64	I don't think collaboration days are working. There are too many. I understand that testing is important, but it shouldn't be the most important thing.
65	Not communicating enough. I know teachers are busy but part of their prep time should include home communication. Power school helps, but it is NOT a complete picture. Even in high school, parent support is essential. We don't know there is a problem usually unless we hear about it from a teacher, and we can't help solve it on the last day of school. Communicate early and often.
66	Everything
67	We cannot ignore our Spanish speaking population; they should be included in EVERY aspect.
68	Teaching is the most important job in the world and teachers need to feel valued and important.
69	We are tracking students.
70	Most students can't take AVID because they're already crammed with their other classes
71	N/A
72	Not looking on cheating
73	there really isn't an thing that is not working is more of what to add in the school is the thing.
74	Making it mandatory to join a work union that has the power to fire teachers for not attending strikes.
75	Mandatory enlistment of teachers in work unions. Teachers should not be required to strike if they do not believe in the cause. There is no reason to continue this dictatorship-like regime where teachers can be fired for actually DOING their job and staying at school to attend to their students, rather than striking for a cause they don't believe in.
76	We need to lower the number of students per teacher as well. Thirty-nine students in core classes is just too many. How can a teacher be expected to meet the needs of the students and provide any type of individual help with 39 students? Expecting everyone to function at the CP level only "dummies down" the curriculum for the students who are really CP. Consequently, colleges are complaining that students are not prepared. Teachers must deal with 504s, IEP differential standards, behavioral problems, ADD/ADHD student who are not medicated and need constant redirection, etc. I even wonder if they can even teach to the middle. Go back to the old tracking system. Then, CP would really be CP and AP would really be AP and not CP. Of course, I have already mentioned that huge student to counselor ratios are not working in the best interest of our students.
77	MATH. The math facilities are a joke. There are no books, no help sites and the teachers don't know what they are teaching.
78	Expecting that all students will go to college and using a one size fits all modality. It gets fuzzy for the average student who will be a taxing paying member of our town who isn't college material. Preparation for that kid could be much better.
79	No discipline, spending money in the wrong areas

80	The ESL kids are falling behind. Especially in elementary age kids. We need to find a program that has been successful in other districts and do what we can to implement it here. I'm not a fan of EngageNY curriculum for K-3rd. These are foundational grades and I think the basics should be cemented in before multi step word problems etc. I think EngageNY has hurt my daughter, her brothers were lucky to escape it during their early education. It's almost like not receiving proper nutrition in your formative years, it will affect you for your entire life. -- I also personally think that coding/programming should be a required course for all high school students. Google, Microsoft, Oracle all propose computer science be a required proficiency to graduate. We are so close to Silicon Valley and programmers have a %100 percent hire rate. If our students were proficient in computer science and coding they would be able to find a job right out of high school if they wanted or they could go on to college and expand their knowledge. In 10 years I think all schools will be doing it. It would be nice to see MCS lead the way.
81	Not being informative.
82	Need more support for the visual and performing arts. The district and my site has spent a lot of time and money in making sure our technology is up to date, and students have more access to technology. With all this electronic equipment, why do we not have MORE money going towards the arts to make sure their equipment (instruments, music stands, uniforms, etc) is up to date? These students cannot succeed with the extremely outdated equipment. You do not ask students to pay/fundraise for their technology, but they have to fundraise for their arts equipment. You are allowing them to be set up to not be as successful as they potentially could be. A lot of these programs represent your district up and down the state, but many times do not always have the proper equipment.
83	Give elementary students the opportunity for music (not instrumental) before grade 3 or 4. Also give students the opportunity for constructed art time.
84	Not addressing our mental health needs of our students and the homeless students need more supports. [] Having a place to shower, eat, and possibly stay. [] The number of homeless kids has risen drastically this past year. Without their basic needs being met there is no way for them to be able to focus on school and make academic progress.
85	the extreme focus on testing seems to eliminate some of the opportunities for students to take courses that are not on the state testing guidelines. A lot of these courses would help students who are not necessarily going to college prepare for jobs that are readily available. (electronics, auto shop, welding, carpentry)
86	My son started in regular English and was moved to and AP English class. He has maintained a B or better in his class. Next year he will be a junior and he was told he is moving down to a regular English class. What I understood the reason was because the junior class is limited and not everyone can be there. The potential of these children should not be crushed because there is no room to be in an advanced class.
87	inconsistency (lack of direction) between sites for collab days, leadership team responsibilities etc. [] Counselor ratios are too high (should be 400:1)[] Split librarians at the junior high level[] The lack of site technology support[] PBIS[]
88	We need to ramp up our junior high honors programs. They are too easy and not challenging our brightest students. They need more rigorous curriculum, more advanced projects and activities, and a way to shine. I feel our elementary and IB and AP classes provide that in the other grades, but there is a big whole in junior high.
89	suspending kids for ditching and crap there trying to get away from school dont give them a free pass to not come to school
90	Parents should be involved along with students and counselors in class selection.

91	No individual critical thinking everybody is just going along to get along and the students are suffering! Perfect example look at our school lunch program the food is absolutely disgusting sometimes it makes students sick how can kids concentrate if they dont have a good meal. Jails and prisons have better food than we do! We are also babying kids to much we let them make excuses for anything and everything! take the educational system back about 50 years in time without the discrimination and you will see things get better but until then if you want to keep doing the same thing over and over dont be suprised if you get the same results you get out of these kids what you invest into them they are the future!
92	detentions for dumb tarties
93	everything, just pay the teachers more. that will help, trust me it will.
94	The 1:33 ratio in the classes that are 4th and above are just too big. We are teaching a wide range of learning levels and want to teach them all.
95	Currently we have to go to a website on Oakdale City Schools for help on how to process the homework for Engage New York, as we are in Modesto City Schools we should have access to these on our own sites.
96	We need to motivate students to do work. [] According to Ambrose Bierce [] "Academy = a modern school where sport is taught."[] [] Sport are great, but too many students spent too much time practicing and are too tired to do school work. I can clearly see how tired they are in class. We should refocus to student attention to what matter: academics.
97	Removing the elementary librarians was a huge mistake. We had one of the best elementary library programs in the state. We have good teachers at most levels but they need more support. There should be an aide in every class to be sure that some students are not falling behind. Testing so much, especially in lower grades, is detrimental to students' education.
98	Not letting sites adjust to their demographics and needs. We need more flexibility and more teachers. [] [] Not sure why Enochs, Modesto and Gregori have more students. There needs to be a cut off/max, only so many inter-district transfers. So other sites can hire teachers for more electives that are not available due to low numbers. There is not equality among the school sites.
99	If principals, assistant superintendents, and directors are all instructional leaders, why do we need to spend so much money on outside consultants? I also think staff development at the beginning of the school year would be better if we had electives, so that those of us who want to learn more about a particular topic can do so.
100	Common Core. I see a big difference in the academic achievement of my oldest who learned to read with Success for All and the youngest who has struggled throughout elementary school. Common Core might be ok for students at or above grade level, but the basic and below need more practice for mastery.
101	Young people need to be held accountable for more than their attendance and grades. We need to focus some more on the things that are socially impacting kids of today.

102	<p>Blaming the teachers when students are sent out of the classroom.[]</p> <p>[]</p> <p>Blaming the school when students are suspended. If they are suspended, it is not the schools fault. Students need to be held accountable for their actions, just like everyone else.[]</p> <p>[]</p> <p>Not placing students in the correct placement. If a student cannot function in normal classroom setting, then an alternative setting must be offered.</p>
103	pushing students through school
104	Too narrow of a focus of fluency in the primary grades. We need to bring in more curriculum that deals with both fluency and comprehension. We are losing the comprehension piece to focus on fluency.
105	There is not enough solid, quality instructional time in an average day. Students' schedules are divided up by by too many demands.
106	Expecting all students to be on a college-prep track.
107	CP for all.
108	We are rushing students through their education. Somehow I feel that we must all slow down and focus on quality rather than quantity.
109	<p>We do not have teacher buy in on walk arounds. If it doesn't have teacher input or creation, it often feels like a mandate.[]</p> <p>We need more resources for instruction of common core in ELA. Teachers are all constantly searching for new resources or creating them on our own. []</p> <p>There is so much testing! The testing is back to back for Weeks and runs right into SBAC. This actually keeps us from teaching. The assessments are valuable- but too many![]</p> <p>The funds at our site are distributed so that 35 kids in a classroom are receiving \$100 for the year. This is not sufficient.[]</p> <p>At Fremont, we are two sites. We have two school codes with two differing populations. If we were viewed this way, the Fremont Neighborhood school would qualify for Title 1 funds at nearly 80% free and reduced lunch. By averaging our two programs, they do not receive funding at all. All schools should get what they need based on a percentage of those children in need, rather than an all or nothing of funds to the same sites.[]</p>

110	<p>Right now I would have to say that the computer-based ESS program is NOT a good resolution for students who fail a class. My youngest son is a resource student and took a class last summer through ESS.[]</p> <p>[]</p> <p>I'd have to say the computer-based ESS model does not work well for him. There is little to no teacher interaction, the program is nearly completely computer-based, and very difficult to navigate and understand. Honestly, I'd say this model violates his educational rights under his IEP.[]</p> <p>[]</p> <p>I consider myself to be a fairly knowledgeable person and quite adept with computers. I found that it was very difficult to navigate the ESS computer-based program to help him complete the work. Needless to say he did not pass. In speaking with the instructor of his ESS class, we were told that a very low percentage of students actually pass the computer-based ESS class because they drop out. I'd be interested in learning the exact percentage of students who sign up for ESS vs. the number of students who successfully pass the classes.[]</p> <p>[]</p> <p>The other thing that could be improved is that more opportunities for ESS should be provided. I understand that the availability sometimes depends on the number of teachers wanting to teach (monitor) the computer-based ESS classes during the school year. My son cannot even get in to the ESS classes he needs because priority is given to seniors. I understand they need the classes to graduate, but if you have a student who cannot pass the computer-based classes, then they will only fall further behind, needing to make up multiple classes and have little to no chance of graduating because they will have so many classes to take and a short amount of time in which to take them.</p>
111	Technology is weak; facilities are not the most conducive to fostering happy, healthy, focused learners
112	struggling students falling thru the cracks, not enough support or checking on the WHY of why they are falling behind/failing...too much testing!
113	School lunches.
114	I think offering more of a variety of electives and/or clubs for students in Jr. High and High School will help students start to figure out what their interests are, and what problems they find intriguing so that they want to solve them. You need more college counselors at the High School level. School nurses need to be on campuses more than once a week.
115	Focusing on a "one size fits all" instruction, which is only meeting the needs of a small percentage of the students and is boring and leaving others behind.
116	to much upper management, with the high salaries[] put more money into classrooms.
117	I find it discouraging, as a parent, that the newer schools have new "everything" facilities and uniforms for sports. Now imagine how freshmen from other schools feel seeing this disparity at the beginning of their high school career. Share the prosperity. Overall, I see good parent participation at sports night. Parents usually have to fill forms for participation. It would be great for the sports programs and other clubs to encourage sport students their parents to also attend education information events for an incentive?
118	I am so thankful that my children have the opportunity to attend a program like Fremont Open Plan. Without it, we would be attending a charter school or homeschool. The district has become far too concerned with trying to make children fit into a box. There is little thought given to developmental appropriateness. Additionally, the amount of assessments that we put our students through is offensive. My oldest children have been GATE students. I have 2 other children that have tested for the GATE program. However, because of the excessive testing, we have opted out of allowing our children to be tested. Continual formal assessment does not mean success. I love my children's teacher and I TRUST them to monitor, support and teach my children. The district should do the same.

119	<p>Schools. []</p> <p>[]</p> <p>I would like parent teacher conferencing time available like how the Elementary schools have it twice a year. A week of 1/2 days and teachers can schedule meetings with all parents whose kids are C- or lower. []</p> <p>[]</p> <p>More field trips outside the students immediate 4 block radius.[]</p> <p>[]</p> <p>As much as I love FOP, I think that the Neighborhood school gets shafted because 1/2 of the school is higher income because of FOP and the other half would probably be Title one and they don't get that funding because the formula treats both parts of the school as one. I would love to see more funding going into the Neighborhood program. []</p> <p>[]</p> <p>Need Summer enrichment/summer school[]</p> <p>[]</p> <p>More STEM/STEAM - And Art and Science Teacher at elementary sites offering more in depth art forms or science labs.[]</p> <p>[]</p> <p>[]</p> <p>More Assemblies[]</p> <p>[]</p> <p>Study Skills time- I wish every day our school could take 20-30 minutes in the morning as a study skills session. That time could have morning announcements, homework time, social skills, good study habits, student check in and conferencing regarding grades, etc... Just so each student can bond with a teacher. I think our teachers are great, but with so many kids and multiple periods starting at the Junior High, that bonding doesn't always get to happen. []</p> <p>[]</p> <p>Extend school hours- include more enrichment activities and electives. []</p> <p>Counselor Case loads are too high[]</p> <p>[]</p> <p>Psychologist case loads are too high []</p> <p>[]</p> <p>Board Diversity- Maybe have a Hispanic, Asian and Africian America Representative to consult board on decisions. The board had a chance to Use affirmative action to appoint and 75% of the pool of candidates were of diverse backgrounds and choose Caucasians. More diversity in</p>
120	<p>Not all students are given the opportunity to have music education. Some schools do not offer both String and Wind instruction. We need to hire more music teachers to fill the gap.</p>
121	<p>Not enough activities during after school programs for students to keep them off the streets and gain their interest. Provide more opportunities for parents to be life long learners for their children by offering more parenting classes.</p>
122	<p>Counselor caseloads too high, needs to be increased collaboration between the elementary, junior high and high school, more positive interactions between staff and district office</p>

123	dishonesty and attitudes is what i got the first time i spoke with the vice principle, when spoken to principle or superintend all i got was he never done that before and he is a great worker. Not once i understand where you are coming from and everyone makes mistakes. Also i think the 504 plans should not only be run by the principle or person in charge of it, they should have alternative person to , just in case there is a conflict or personally clash between them.
124	See above.
125	basically everything
126	Not enough emphasis on the arts. Need music and visual arts specialists in elementary schools. Not enough current technology. Need to provide more professional development for teachers in ways to integrate both the arts and technology into their classrooms.
127	If kids are on the AP track we need to be able to have them meet with a counselor first thing freshman year to develop a four year plan. Central Catholic does a good job of this. This is where you bring in parents and get them involved from the get go.
128	no basic math classes, weak discipline, need computers for every student (this world revolves around technology now)
129	making homework
130	A few more counselors are need at each site in order to further support students who are struggling. We need additional supports to help intervene early and often.
131	This district does not seem to value its teachers and educators as the professionals they are. This district has a valuable resource in its educators. We know our students. We know what has and has not worked in our classes. We research for our lessons so that we can meet the needs of our scholars. But often our hands are tied when it comes to doing what we know will work. This district needs to respect their teachers and let us do what we know how and love to do. Teach! We also need to have a better system with the budget. We get one pencil per month per child. That is ridiculous. Not having enough pencils so that if a child needs a new one because their lead broke they can go trade for a sharpened pencil. Instead, we have to disrupt the learning of all students to sharpen the pencil. Do that times 24 students times how ever many times their lead breaks. That is a lot of missed teaching and learning for all.
132	Allowing intelligent students to remain stagnant
133	The way you go about dealing with bulllys.
134	See #8
135	1) Not involving school nurses in the "big picture" of student success[] 2) Teen Parenting portables at Elliott are a health hazard
136	I have problem with a computers , because sometime not working in my home, and I can't do my homework.
137	bus system
138	sometimes the Chromebooks are not working and the WiFi sometimes is not working too.
139	The bus system because, they came late, and the bus stations is too far. And also we need some teachers to help in our homework.
140	The bus system because, they came late, and the bus stations is too far. And also we need some teachers to help in our homework.
141	The buses, are coming late specially on minimum days .
142	The buses are coming late.
143	Bus system because, the bus stations too far . And also we need some sub teachers to help us in our homework.
144	Bus system because, the bus stations is too far. [] And also we need some sub teacher to help us in our homework.
145	I want to change my avid class.
146	sometimes the Chromebooks are not working and the WiFi sometimes is not working too.

147	We need more teachers who speak our language such as Chinese, Vietnamese.. and schools should change some OPDI books because some vocabulary aren't translated clearly. I need more English class and more trips to the college and university. Schools need have more party to students so they can practice English and know many friends.
148	More Education for Parents, and bus passes in city bus.
149	Everything.
150	all that they do.
151	Math classes often do not understand them
152	Making students pay for computer insurance
153	the bus always late in the school.
154	The Parents Education, and the City bus Passes instead of school buses.
155	The Parents Education, City Bus Passes instead of school buses.
156	City bus passes are needed instead of school buses.
157	nothing
158	Large class sizes in grades 7-12. The district does not recognize the importance of having full time librarians at all the junior highs. The district is not allowing valuable input from staff and students on the technology we are using from applications to devices. The choice to go down a single tech path does not allow the district to prepare students for a world that uses programs other than Microsoft and devices other than HPs. We are giving voice to STEM them not supporting science instruction throughout the district. As science moves to increase the hands-on activities the money going to science needs to reflect that commitment to a quality science program at all grade levels. STEM needs to be supported at all grade levels and campuses both financially and curriculum wise. We haven't done a very good job at all sites just a few.
159	Everything. Rethink your concept on education and ways to help your students succeed with a great education.
160	Teaching to the test,instead of to life and what will actually be used daily. Common core is useless and most places have stopped using it about the time we started. Once again we are behind,not ahead of the group.
161	Too much to list. Trying to do/be so many things, to so many kids, were not being effective at most of it.
162	"Bad Things" is a song written and recorded by American country music singer Jace Everett.[3] It is included on his only album for Epic Records Nashville, the self-titled Jace Everett. Although released as a single in 2005, it did not chart on the Hot Country Songs charts that year. The song charted in the United Kingdom, Norway, and Sweden in 2009 after it was selected as the theme song for the HBO series True Blood
163	Schools are to impacted and not figuring out a way to either build more schools or transport kids to other schools that are not impacted so that students have a better opportunity to receive a somewhat equal education!! Provide an environment where staff and students feels appreciated!! The district receives funds for students to come to school, they are the ones that provide the salaries to teachers, support staff and admin, lets make them feel important and provide them an education they deserve. We have to many students who can't read or do simple math by high school that is really unacceptable and such a disservice to the students!!!
164	To much money going to things or people that don't work with students, and not enough goes back into classroom and people who work directly with students
165	Not communicating or just giving lip service to communication.
166	Oversized class room numbers

167	top down administration, little teacher input for curriculum to match assessments[] need more counseling[] HS have many students with emotional issues, addiction issues-need services on site
168	Running programs that are years old without reconsideration if they are still providing a value.
169	We need more coaching and resource staff to enable us to concentrate on students who need small group class time.
170	Figure out how to repair relationship with teachers and support staff. The tentative agreement is a start, but the relationships need to be repaired. If staff, admin are on the same page the district will be strong and work efficiently. Generally, if people feel supported, appreciated they work harder and better. If admin, teachers, support staff are working together and harder students will flourish.
171	Creating investment in our students own education.
172	Needs to be more music,drama and fine arts options
173	There is no equity in buildings or opportunities for all students. East side schools are extravagant and attract others to be a part. LCAP should address the needs of a poor population, EL learners, foster students or refugees. It was not meant to enhance those that already have.
174	Testing
175	For me, I have had personal experience with the rules and policy around PE absences. I don't think it works and parents are not fully informed about the policy, nor is it included in the MCS parent handbook. Apparently, if a student is injured and has a doctor's note to not participate in PE and does not dress out, they could receive negative consequences. BUT if they dress out while injured, I guess they are okay. And if you are absent because of having to do leadership activities, it counts against you, in addition to going on independent study. Miss 10 days a quarter for any reason and the student receives a "No Mark" and has to take PE again. In every other class, if the student is out or goes on independent study, they are able to do make up work. But in PE that's not the case. Even if my daughter plays a competitive sport and trains outside of school, that times doesn't count. The current policy is virtually unknown because I have asked other parents I know and they have never heard of it and for something that negatively impacts kids...wasting time retaking a PE class instead of something that contributes to my child's educational career, it isn't even mentioned in the student handbook. Regular absences, tardies, and progress reports for all other classes are mentioned, but nothing on PE.
176	Know that each school is different and diverse so each school needs to have their own way of doing things.[] Also, more employee input on decision making.
177	I believe going to Common Core was a big mistake. Other states have dropped it. I believe California will do so eventually. In the meantime, students who are learning this way will graduate without the skills they need. It reminds me of the "New Math" introduced years ago! Another failure.
178	stop cutting programs and not replacing music teachers when they leave or retire
179	Parents and teachers are not listened to and programs are poorly supportive especially for those schools who serve the low socioeconomic areas of Modesto.
180	The level of disrespect of parents and educators needs to be remedied by renewed and different leadership that is competent and willing to listen to valid input from all stakeholders, not just a select few.
181	We spend too much time testing and not enough time teaching. Allow teachers to make professional decisions when selecting materials, planning priorities, and teaching.
182	Common Core is not working at least in the area of mathematics. Not all students are suited for Secondary Math I,II and III in high school. We are setting them up for failure.We should not be designing our curriculum "CP for all."
183	The chrome books. And some of the teachers are so stubborn to fix grades.

184	Intervention BEFORE THE SEMESTER ENDS - wayyyyy before the semester ends. There are teachers who do not post any grades till they are so this preventing parents from being able to intervene. Teachers should be posting grades regularly. Many do not till it is too late to intervene before grades or progress reports are due.
185	--Expand collaboration and information sharing, and resources so that teachers/schools can learn from one another --Grow effective communication strategies of everything that's working and how we're meeting LCAP, community goals (we're doing it, we just need to do it better and in concert with all departments and school sites)
186	MCS figured out how to bring back segregation to high schools. When you allow open school choice, the wealthier families congregate at a few schools. Poorer families generally do not have the resources to move their kids to schools across town. Consequently, we have created the haves and the have nots. The segregation is based more on socio-economics than race, but it still sets us back 70 years.
187	College-preparatory curriculum for students that do not have college aspirations.
188	Hiring and retaining teachers of color.
189	nothing
190	ELA curriculum and pacing guides need to match assessment and REPORT CARD technology in the classroom is nonexistent
191	Having only a half-time junior high school librarian seriously limits library time and access. It is harder to do research-based projects. PLEASE BRING BACK FULL-TIME JUNIOR HIGH SCHOOL LIBRARIANS!
192	Make sure that professional development opportunities are provided to all sites
193	F grades should be eliminated and changed to incompletes with the expectation that the class will be completed in summer school.
194	Not knowing how/where to use the extra money schools and districts received for struggling students (EL). Add more district school counsellors, not just mental health counselors to student caseloads. Currently, we are at 600 to 1 for school counselor ratio, while Patterson USD has a ratio of 350 to 1 students/per counselors. School counselors can take on more responsibilities/duties with less students!
195	You can please some of the people all of the time and all of the people some of the time but cannot please all of the people all of the time!!!
196	Too much read tape, and not enough explanation on how students, parents, advisors, and mentors can access these resources in place for the student.
197	Classes are crowded, teachers need more time; 50 minutes is too short for some classes like English and Math.
198	Class size and the number of students per counselor at the high school level are way too high. College/career planning needs to start at the elementary level and continue every year through graduation. The phone dialers are just TOO much! You ask for my email, cell phone and home numbers for emergencies - that does NOT mean I want to be contacted by all 3 methods with your automated messages. There are days I get 6-10 messages between the 3 methods in under an hour. Ask parents which one to use for the automated messages and ONLY send it to that one. I've stop answering/listening because of the overkill! This district has too many people at the top - all the directors of this/that and the other thing. The money for staffing needs to be where it helps the students the most - teachers, counselors, and on-site support staff. These are the people in the trenches who work directly with the students and families on a daily basis. There are too many bureaucrats at the top who don't really help students and families. Fewer of those high level salaries would allow the money to directly help students!
199	Removing enrichment programs from schools (home economics)
200	Not offering reading intervention for the upper grade students or some type of physical activity organized sports for the students, bring in a coach to interact with these kids and offer prep to the upper grade teachers during this time.
201	everything

202	<p>1. More administration, less reading coaches- VP's are a waste of money.[]</p> <p>2. No ELA curriculum- teachers are creating the wheel and given no copy budget to effectively teach the standards.[]</p> <p>3. A math curriculum that was never meant to be a stand alone program. []</p> <p>4. District office administration that ignore the district conduct code, leaving dangerous/disruptive students in the classrooms instead of suspending them. []</p> <p>5. District Walkthroughs that are punitive and degrading to teachers. Certain administrators look for problems instead of what is working in our schools. []</p> <p>6. Technology that does not work consistently; connectivity issues; not enough tablets to truly give students practice for SBAC. I have yet to use the COW in my classroom without issues. Students who once loved computer lab hate going and having to use the tablets.[]</p> <p>7. Collaboration days that are just extended staff meetings. These meeting agendas are always principal led and what is discussed has been predetermined by the administrator, not the staff. I would rather have this time in my classroom for intervention and working with students.[]</p> <p>8. Focus on test scores and not student growth. []</p> <p>9. Assessments that do not assess what was actually taught in the classroom. Assessments with multiple mistakes. I received an entire set of assessments in computer gibberish. That is a lot of wasted paper and an error someone should have caught at the district level. Administrators are having to scan tests into school city and wasting time because there are so many errors and it is taking up too much time. School City needs to be replaced by a more efficient and effective site.</p>
203	<p>There are too many required meetings of faculty (PLC, Dept, early release, all staff). It's difficult to be available for students after school when we have so many after school meetings. Give faculty more opportunity to help solve problems, rather than forcing an administrator solution on them. And calling a last minute meeting at another campus/DO is not a true, meaningful ask for input.</p>
204	<p>everything is working</p>
205	<p>Larger class sizes are not working. Putting emphasis on district level managers instead of hiring more paraprofessionals is not working. Giving collaboration time that is guided by admin instead of grade level needs is not effective, collaboration should be fluid and have the ability to change depending on grade level team needs.</p>
206	<p>Warp speed instructional pacing.[]</p>
207	<p>n/a</p>
208	<p>common core, over testing, lack of vocational classes. Assuming that every student is college bound. Not allowing teachers to have a say in what is best for their students.</p>
209	<p>Many of the tech classes have been cut.</p>
210	<p>As a nurse (employee) in the district, I feel like we are spread to thin. As a parent, I am happy with Downey, but I do worry that it won't be the right fit for my soon to be 9th grader.</p>
211	<p>Keep doing what you are doing, thank you for being there for our kids. Davis does have a difficult population, the staff provides academics and a great deal of support that students are not getting at home.[]</p> <p>I feel that Davis has so much to offer, but some transfer out before they get to see what Davis has because they want the new school or the undefeated teams. Davis needs support in keeping our students at Davis, do not let students transfer out so easily. Parents and students should have to hear a Davis presentation and tour the campus first. Davis needs a safe weight room, an official pool, air conditioned gym...just to name a few things. Parents see how neglected Davis is and say my kids are not going to this run down school..... I hear it all of the time!</p>

212	A lot. Too much time testing. It's like those fluency tests have become the only time I have for one on one reading. The math isn't working either, the pacing guide is going too fast and the lessons take way too long (at least 1 1/2 to 2 hours to do the entire lesson). The textbooks don't align. The tests align to the pacing guide, but the pacing guide doesn't allow time for the tests, so you end up having to skip lessons that are ON THE TEST - so now it doesn't match up! I would really like to observe how other districts are managing common core. I think we need to bring back guided reading, it is so much more appropriate for student intervention. There isn't time to teach everything the district is throwing at us. It's like teachers are trying to catch 50 Frisbee's being thrown at them all at once and we aren't seeing the district vision for how it's supposed to all come together.
213	From what I see there is a lot of disconnect and mistrust. Teachers are not properly trained nor are they given the necessary tools or supplies.
214	they could use more hands on or visual experiences, field trips, assemblies
215	I think we are focusing too much on test scores and trying to make everyone and every school look exactly the same. We are all different and need to allow for flexibility and the opportunity to structure our schools and classrooms based on student needs.
216	continue to make every child fit in the same box since day one and looking at students as a 'number'. focusing on getting student in the classroom with little disregard to the 'condition' their in. Doesn't do good to have a student in school if they are not healthy (physically and mentally) and ready to learn.
217	Students should be able to shop and ballot for specific teachers. All syllabus should be available online for each course. Similar to college catalog. Also, teachers instructing at the AP level must attend professional growth. We offer a lot of training for teachers helping the students struggling but there is nothing available for the high level students who may need extra help or better instruction.
218	Spend to much time remediating skills the student should have already acquired in their formative years.
219	personal relationships, developing awareness of individuals and what is preventing a student from learning (motivation, confidence, attendance)
220	For the primary grades, we need to do something about our English Language Arts curriculum and we need to teach our students to read! No where on our report cards does it state whether or not is a student reading on grade level or what grade level. We are testing too much. Each trimester it takes at least 4 weeks of instructional time to test. By the end of the school year it comes to at least 3 months of testing. That is less than 3 months of teaching. Many of the school sites are having a difficult time getting basic supplies like pencils. Can you imagine with the millions of dollars our district is given that a school site is rationing out pencils? What would the public say if they knew this? What does this say to our students? They should be EVERYONE'S priority. We lack a cohesive focus that should be worked on to help our students. Our staff development days are unfocused and lack any consistency. We start many great things and fail to finish any one of them and then something new comes along and we start with this until the next new thing comes along. We need to focus on one thing if want our students to be successful!
221	Listening to teachers. Listening to students. Last year we had a principal(8years) who nearly everyone hated but district thought she was great.
222	Our school board is OUT POF TOUCH with the needs in our community and the type of education we are providing for the students that remain in our city long after graduation!! Its time to STOP catering to the 1% of the population of students and focus on building a better MODESTO by opening doors for our students while they are in high school to become skilled laborers.
223	pushing kids through regardless of readiness. Demanding that every child be college ready [fact is we need service people and ditch diggers too] having no insentive to stay in school, we need vocational classes that are interesting to the students and meet the future demands of our economy. A diploma in every hand is useless if the student can't even read it.

224	Slicing and dicing our 12+-year-old 7th grade language arts textbook into different units (when the book is written sequentially) in order to try to make it fit the common core standards is not working. We need a comprehensive curriculum that is aligned to the Common Core State Standards.
225	I signed up my kids for tutoring last year and I have not got a call back to start the tutur
226	Thinking that students who come from Westside school are poorly behaved and can not learn.
227	We need to have common core curriculum that supports teachers. It is too difficult to try to make old curriculum "work" with the new standards. It's not just about teaching differently, it's also about having student materials to support the teacher's learning objective.
228	Allowing students to progress to the next grade level before they are proficient at their current level.
229	Too few counselors. Caseloads of 650 is too large and does not provide enough individual access for students, many times they have to wait in large lines to have their needs met as a result of huge caseloads. Many districts have caseloads for counselors below 400:1
230	Holding all accountable both for a job well done and not well done...teachers included. Some how bridging the gap between certificated and classified; to become one team for the good of the school and students. When we ALL work as one; systems run smoothly and efficiently
231	Can't think of any.
232	The library doors need to be open!!! We need to open early and close late. The county library is full of the homeless population. My daughters are going to coffee shops to study, and I wish our high school libraries could be staffed with helpful and positive staff wanting to support students in their studies. As a teacher I never stop helping my students before school, during my lunch and after school. Our schools need to support students at all hours, not all homes are doing this, we need to model this for our community.
233	Bullying at the administrative level. That makes teachers sad.
234	Discipline! At Hanshaw our discipline team is working their Burts off, but the students take advantage of it. If a student is caught with drugs they should have a home suspension, same with fighting. Certain behaviors should not be allowed. We really need an alternative class for our high troubled students. A few students it for everyone else! Students walking around with ankle bracelets earn a God like reputation and that is wrong! We should with have a self contained class on campus, or a different school site for these studenrs.
235	-not applying for Title 3 grant money [] -as district officials you are forgetting what it is like to be a student and a teacher because you are so far removed from both situations. [] -the mentality of the district is too limiting. Don't be afraid of evolution and change... The community will only benefit by it. [] -just because rich white men have the money around here, those of varying ethnic backgrounds and lower socioeconomic status are the majority... SERVICE THR MAJORITY.
236	top heavy in the administration
237	censoring science reports (Beyer High School principal), trying to censor teachers (me by my administrator when identified myself as gay to my students), not training your staff how to sensitive to the needs of LGBT staff and students, not ensuring sex orientation is on the anti-discrimination disclaimer at every school, no implementing Senate Bill 48, not holding a public review session to implement new law SB 48 (enacted in January 2012 which puts your students at risk for greater bullying and harassment and denies them access to curriculum that raises LGBT students' self esteem and counters bigotry and bullying.
238	to much testing, fourth graders test every other week for 2 months
239	Everything
240	Common Core in general is not working, especially in math, due to the fact you only get one type of each example from the packets and you cant check to see if you have correct answers whatsoever.

241	Traffic in and around Gregori is a nightmare. Gregori seems to have alot more "red tape".
242	Testing, testing, and not valuing teachers who bring kids along who started out very low. Neglecting the arts generally.
243	Moral is low. I am so grateful the contract has a tentative agreement. So hopefully that will help, but there is much more that needs to be done. With this money what are we doing for our ELL and foster care students? I have not seen an impact on these students.. If the money was partially meant to support them, I have not seen it. Perhaps, I am not aware of the plan. Why can't any staff development (PD) be video taped and put online at MCS? I watch Napa Unified's PD all the time.
244	Suspension/Expulsion for corrective behavior strategies.
245	Assuming that all students are college prep and not providing enough vocational skills and training for the work world.
246	Mandating CP for all without adding more hands-on/ROP courses. Are the majority of our students going directly to a 4-year college? There are too many students who could be better served with core classes tied directly to careers, rather than college since they have chosen not to go to college.
247	Making sure the superintendents speak to the staff, students and parents would be an improvement. We need positive leadership and role models of positive leadership, showing everyone that we all want to work together and that we all know that we all need to work together to accomplish the goals our students want to accomplish.
248	Large class sizes. Closing the libraries every other week at the junior highs.
249	Stay with one primary focus and then build on it from year to year. I'd rather not see the idea of the year kind of thing.
250	More prep time opportunities, less meetings during the month, more opportunities for collaboration between grade levels, more curriculum options
251	Testing, testing, testing Not supplying current books that students can relate to and want to read in the libraries.
252	assessments
253	not giving students the choice to take classes that are not college prep. Bring back blue collar classes
254	We are not extending the whole picture to every one that needs to get on board and that needs to be structured into a lifetime of self sufficiency.
255	Class sizes are too large.
256	Students who are not meeting expectations are generally not addressed until it is almost too late to graduate with their cohort (for some, it IS too late). MCS sadly does not seem to work as a coherent team. Dissent between the Unions and District, and even between staff at the same sites just makes it harder to focus on the real purpose - the students.
257	Too many low functioning students (really all students) still abuse cell phones and their usage.
258	Teachers seldom, if ever, contact parents in the upper grades.
259	Moving children on that aren't ready for the next level.
260	There is too much emphasis on scores and not enough on socio-emotional growth. Kids need to be participants in their learning not observers. They need more hands on experiences.
261	Ignoring teachers who say that there needs to be intervention sooner. Not partnering with your Head Start and Preschool the way that you could involve the youngest students in school wide activities.

262	Not having AVID as a district program. You could see serious results across all platforms if you implemented AVID at the Elementary level. AVID should also be implemented at all all schools,K-12, and you should have a District Instructional Facilitator dedicated to supporting AVID District wide.
263	Asking an opinion and then not listening to a majority voice and doing what an administrator thinks is right.
264	Wasting money on technology for one-to-one devices that have not been proven to help students in education. How about spending that money on trauma informed education, or lowering class sizes, or creating a care center at every site?[] Overall, we do not have truly forward thinking directors at district office. Technology is not the end all, be all nor is it the cure for the many ills in our educational system. Also, there needs to be much better levels of respect displayed by the board and DO to teachers and vis-versa. Obviously all of that money that we spent on character education was worthless as we do not model those behaviors.
265	Calling and notifying is not working but frustrating parents who don't know how to go about getting help for their child
266	Taking away classes that will teach them to be prepared for real life.
267	Not sure
268	Holding teachers accountable for how they treat students.
269	Need more security
270	out dated classes that the students find little relevance for and seem to think that many of our classes our non applicable to the real world.
271	Not encouraging kids to go to torturing classes, you aren't really even encouraging to go to other school actives
272	Too much testing. Not enough Life skills