BUSINESS SERVICES
- Solvent and moving forward
- “Better than most”
- Paul Reed “fan club”
- Parents sending students to community school as a result of Measure A & F
- Parents need to help out (PTA, etc) by volunteering happily.
- If District calls on parents, parents will contribute and help. We can all give a little something with dollars going to school. Dances, shows, fairs, raffles etc.
- We know how to cooperate and contribute. Call on us, please! Even call upon the students. Here you just receive. Must work as a team! Suggestion: Pay a fine if don’t attend parent/teacher conference
- There’s lots of dollars out there. Investigate new money
- If you don’t say mandatory, parents don’t go

COMMUNICATION
- Continue School Loop; electronic communication
- Does everyone have access? Find new ways to provide access; library, schools, District
- Teacher building positive relationship with all students and parents
- School Community Facilitators very important! Need ways to communicate with families who do not speak English
- School Community Facilitators help so much. Perhaps they can help us with successful strategies for effective relationships. Class presentations about how to be kind and courteous
- Need to continue “call-outs”
- Need parent trainings on Internet, how to access information
- District should be more proactive in promoting “good news” in the media
- School communicates in many ways to me. I need to communicate back
- Parents need to find out why child is not doing well. Stress at home needs to be told to teacher. When teacher knows, improvement can happen
- Stay in contact with school. Be involved. Talk specifically about the D or F. Child can improve if parent stays on top of it. Staff can give advice and be a bridge to improvement for child
- Parent involvement is important and can lead to increased student achievement
- Phone calls. Make sure parent gets the message. If given the red flag, parents can help
- Behavior problems at school (insults, throwing trash etc). I don’t know how to approach it, what can I do as a parent for children that aren’t ours? Parent education needed
- Communication between children, parents and teachers
- Early communication/intervention to prevent future problems
- Parent education and involvement
- Discipline starts at home. We need to work as a team with teachers. Lots of programs are available but are families taking advantage of them?
• Parent/teacher communication is very important. One child loves structure, another
needs a different approach
• Preferred: Parent/teacher conferences, notes and flyers. Reciprocal communication is
important. Parent must communicate and give input and feedback

**ELEMENTARY EDUCATION**
• Projects (Egypt)
• Technology (Smart Boards, etc.)
• Science Labs
• Integrate arts into curriculum
• Small group, individualize instruction
• Targeted instruction using data
• Provide resources
• Math/Algebra; increase understanding of concepts…why?
• Vital importance of reaching skills
• Assess, provide intervention – Early
• Expand RTI (Response to Intervention)
• Provide accommodations
• Have made significant progress with intervention. Availability of data (specific data, quick access)
• Need more staff (every adult) to break students into smaller groups.
• Teachers need more training in math
• Students need to pass algebra and CAHSEE; more time, smaller groups
• Math teachers need to use real life examples and many instructional strategies
• Direct communication between child and teacher is effective

**FACILITIES**
• Improved property values, landscaping etc. is wonderful
• Every school is taken care of
• Safety in bathrooms
• Control hygiene with cleanliness
• Soap is necessary

**HUMAN RESOURCES**
• Credential, look for good student teachers; building organizational capacities (classified too)
• Quality questions! Need standardized interview form/questions
• Need to continue BTSA/mentoring
• Create a climate of collaboration
• Experience counts!

**LEARNING**
• Student specific assessment targets – measure growth
• Response to Intervention for all students (behavioral and academic)
• Make sure that “Math needs” remain a focus
• It is important that teachers work in teams and have consistent instruction and homework
• Teamwork can help teachers concentrate in areas of highest needs
• Some students know it but don’t do well on tests
• Some students embarrassed to accept a tutor. Talk to teacher. Get extra help from tutor
• Tests are excellent, but we need to remember students need time to do their homework. Children are tired. More is not necessarily the best way
• Reading out loud to teacher helps teacher assess reading levels
• Effective technology with head phones helps students learn (ELs) correct pronunciation, etc. Helps ELs who are newcomers
• Math can be difficult. Homework is difficult. Too fast? How can children get help at school especially in algebra?
• Small group, hands on activities, take home activities help with reading and math
• The teacher is the most effective factor. If child feels intimidated or not comfortable learning is affected
• Options to come early or stay late are available. If child want to improve and is motivated services are available. Child needs to speak out and ask for help. Many teachers are very willing and open to helping
• An outstanding teacher makes a positive difference, different approaches such as hands on activities. When child perceives learning as fun, he learns more
• It starts at home where we must support the school and get involved in all areas. Teacher might have 40 students, parent has 1 child in the class

SECONDARY EDUCATION
• Late start/Early out for teacher collaboration. Need to continue
• Students can tell which teachers are comfortable with content and which teachers are not (i.e., math)
• Academies/Small Learning Communities are helpful
• Freshman Mentoring Program so important!
• Include behavioral concerns in PLC conversations … whole child
• Find new ways (formal process) to include parents
• Transition meeting for all at-risk students
• Need RTI to close achievement gap; one on one instruction
• No D’s and F’s
• More about learning, less about teaching
• Extend the school days to increase time with students
• Allow students (requirement) to retake exam and do make up work
• Need teachers to be more “strict” (re: homework, what did you learn, etc.)
• Time management during class is important
• Build in time to review test and re-teach if necessary
• Give teachers time and resources to intentionally teach academic resiliency
• CBL (Santa Clara University); infuse into curriculum
• Ds & Fs: Parent volunteers help teachers have time to constantly assess. Performance is high. Parents are taught to assist. I don’t know why all teachers don’t do this
• Any student with D or F needs focused help in some area. Not a good solution to repeat. They need to pass. Perhaps help on computer of some supplementary help, more assessments, etc. Keep going until you learn it.
• Parents can assist with long lines. Students will do more when participation by parents is seen
SPECIAL EDUCATION

- We are moving in the right direction; savings, serving student in our District, consistent services
- Regular education teachers need more training “Confidence follows competence!”
- Need more training for teachers on; grade level goals and assistive technology
- Special education teachers need to continue to collaborate, zones
- Regular education students and parents need to learn to communicate with special education students and parents. Some parents have had no experience with special needs students and need help knowing what to say, etc
- One parent of a special education student has been asking for help at every District meeting. She needs someone to explain inclusion to her. Her child is depressed and feels left out. The school might think children don’t need more attention, but students and parents need more specialized attention and to be valued
- Everyone needs to be educated about Special Education. We all need guidance
- Educate parents about special needs, treat them with love, visit our home. Perhaps more exposure is needed