

**Laguna Creek Parent Forum**  
**February 28, 2007**  
**Foulks Ranch Elementary School**

**Academic Successes**

- 95% of students have passed the high school exit exam
- awards for doing well academically
- LCHS students able to participate in mock trials
- LCHS Swept vocabulary bee
- Kids wanting to come to school - bored when they are off track
- Student leadership – gives kids skills for later in life
- Level of teacher interest in their students
- Academic gains at HEMS
- Distinguished, blue ribbon status
- What parents hear from their children about learning
- Excitement in regard to AVID program
- Talent demonstrated at the OLF
- Extended day activities
- Honor society

**Academic Expectations**  
**Prioritized Lists of Topics (number of votes)**

**Structure**

- Academic Scheduling – traditional vs. block
  - re-evaluate 4\*4 block (20)
- Consistency of Schedules - elementary, middle & high (6)
- Retention and Promotion
- Class - size ratio (7)
- Students (HS and MS) not being enrolled into desired and selected courses (14)

**Technology**

- Increased participation in E-grades (4)
- Consistent use of E- grades (1)

**Support Services**

- Link crew – WEB
- Limited access to school libraries (restricted hours) (7)
- Expand AVID techniques and methodologies (4)
- Lack of supplies at HS level (4)
- Peer tutoring (2)

- Guidance on college curriculum (10)
- Summer enrichment classes (5)
- School sponsored Science Clubs
- Additional support and consistency in Advocacy Classes (2)
- ROP classes and internships (3)

### **Curricular offerings**

- Professional development for elementary teachers to teach science.
- Vocational offerings (3)
- More science at elementary level during school and clubs (14)
- More PE (10)
- More emphasis on accelerated programs – encourage accelerated students by connecting elementary classes to MS and HS advanced classes. (9)
- Better math preparation at elementary level, differences in elementary school programs. (4)
- Arts and music (11)
- Leadership / student government (3)
- Challenging students - high level of rigor (7)
- Increased electives (6)
- Weight of textbooks- options and alternatives (9)
- Appropriate placement (6)
- Elementary science and social science curriculum and devoted science resources (1)

### **Common Threads**

- Organizational skills; consistent message (6)
- Explain connections / purpose
- Direct instruction times (1)
- Accelerated/ remedial/ ELL (support) together (2)
- Academic community (2)
- Competitive at college environment (1)
- College and career (3)
- College prep – without being AP
- Students should be employable upon graduation (9)
- Well –rounded students (2)
- Seamless transition between grades and levels (4)

## **Focus Group Comments**

### **More science at the Elementary Level :**

**Definition:** teacher and lab dedicated to science instruction

**Success Indicator:**

- Female students interested in science
- Meet science standards
- Students prepared for CST (MS & HS)
- District authorized curriculum
- Interest in furthering education in HS science
- More visible participation in Science Fair
- More participation in science competition
- More public relation for sites
- MESA / Science club
- Presentations by community regarding science careers / scientists

### **Arts and Music**

**Definition:** exposure at all levels with the emphasis in elementary

**Success Indicator:**

- increased enjoyment for school
- programs and activities within the school day – curriculum
- recorders- introduction to musical instruments and music based curriculum
- balance of electives ant the MS and HS
- working the arts into the curriculum
- art supplies
- funding for specific supplies and fundraisers (thru PTO/PTA & Boosters)
- expectation and request for financial parent support and donations for those who are unable to provide
- utilizing parents and community members, their time and expertise
- drama and choir
- after school logistics in picking up children and space
- team approach to teaching the arts and music (extended day academy)

### **PE**

**Definition:** More PE resource specialists the elementary level so that students can become life long learners about their physical well – being. This will translate to their overall success as a student.

- Consistency of PE program district wide, form site to site.
- Students need to understand the importance of being physically active.

### **Enrollment into desired and selected courses**

**Definition:** Kids aren't getting into classes they want and need.

- AVID and Honors programs at capacity
- Programs significantly impact where student goes in life
- Flexible scheduling- move kids up or down during the year
- Redirected students – have priority

## **Academic Scheduling Traditional and Block**

**Definition:** Block schedule is a barrier to continuity

- Is block schedule better for learning?
- What does research show with regards to college preparation?
- Interim support
- 7 -12 continuity of schedule

## **Academic Expectations Action Team:**

Contact [mmkropp@egusd.net](mailto:mmkropp@egusd.net) if you would like to be part of this team.

Amber Lassetter – FR & LCHS  
Jodi Westfall – FR & HEMS  
Jennifer Crabb – FR  
Michael Smith – LCHS & HEMS  
Carroll Wills – LCHS & HEMS  
John Carey – FR  
John Rooney – JE  
Mary Green – FR & HEMS  
Debbie Foulk – FR& HEMS  
Mare McIwain – HEMS  
Dori Kain – HEMS

Additional Suggestions: Make children a part of the process - ask their opinions too.

Next Forum is scheduled for Thursday, March 29<sup>th</sup> at John Ehrhardt Elementary School, 6:00 School Tours, 6:45 Forum Program. Please email Steve Brenizer at [sbreniez@egusd.net](mailto:sbreniez@egusd.net) if you would like to add anything to the suggested topics. (see below)

### Student Behavior and Expectations

- Respect for student leaders.
- Equal enforcement for all students - Dress Code and Classroom Behavior
- Cell Phone Policy - enforcement
- Teachers enforcing district/school rules
- School Rules posted visibly in every classroom.
- Negative student behavior = increased parent involvement
- Hold students accountable at every level "No Second Chances in Life"
- Respect for adults/students - Classroom & Campus - Community
- Transition between 6-9th grade - Respect - Language

- Character Education - Language
- Lost academic time due to student discipline
- Interpersonal communication - Improve K-6
- Student accountability for behavior.
- Rule = Enforcement/Consequences (OCS) - Consistent - K-6, 7-8, 9-12 - classroom management
- Peer mentoring in the classroom.
- Lack of discipline in the classroom - Classroom Management - Lost academic time due to discipline issues
- Lower expectations as students progress in grade level - 6th to 7th - 8th to 9th
- Decency Statement - Admin. to parents/students
- Enforcement of negative student behavior at the elementary level
- Upper classmen in lower classmen classes = disruptive
- Gangs? High School Level
- Drugs?
- Prevention/Intervention (gangs/drugs)
- Frequent communication regarding expectations - web-mailings - parent communication - on-line newsletter
- How do we teach respect to those students who are not taught it at home?
- Consistent, serious consequences for suspendable offenses - send a clear message for serious problems.
- Elementary consequences consistent with MSHS for expellable offenses.
- Expulsion followed through if expellable offense.
- Communication clear between schools
- Follow up to concerns, especially to victims.
- Be consistent.
- Have MADD, 15 Minutes, Bullying conversations with all kids - facilitate conversations concerning race, gender, bullies
- Should have consistent behavior expectations from elementary - middle school - high school
- Do class sizes impact consistency of enforcement for rules
- Do admin. "supervise" class management techniques
- Use student feedback count for evaluating behavior management.
- Schoolwide discipline committee to review practices (parents, admin, teachers)
- Teacher/Administrator know names of students
- Student forum (public and private) to "evaluate" discipline practices
- Do we communicate safety rationale - purposes & successes with kids
- Consistent enforcement of the dress code
- Consistent modeling of behavior expectations (teacher behavior)
- Consistent support from parents and admin for teachers
- Student slogans, graphics model high standards and expectations
- Consistently support respectful behavior and attitudes - civic values and responsibilities – honesty, respect, legally and responsible (pg. 5 of handbook)
- Consistently address the "little things" (cussing, disrespect, defiant attitudes)
- Teachers be consistent with behavior expectations - multiple teachers applying the rules consistently