



Session 1 Report – Student Vision

NAME OF SCHOOL: BRET HARTE PREP MIDDLE SCHOOL

DATE OF SESSION 1: 9/27/12

NAME OF ORGANIZATION: BUILDING SKILLS PARTNERSHIP

NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION: DANIEL PAREDES

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10/1/12

The Student Vision was created by compiling information gathered in the small group activity, discussions, and notes taken throughout. During the group exercises, parents were asked to create the vision for their student. They expressed for their student vision they wanted their students to possess the following characteristics and/or abilities: (in no particular order) better prepared students, development of character, and better communication.

Better Prepared Students

Many of the participants expressed that they would like their children to be able to discern and understand what they were being taught in school. One parent expressed, **“Me gustaría que mi hijo pudiera resolver bien los ejercicios de matemáticas y que pueda escribir ensayos”** (“I want my son to be able to resolve math operations and to write essays) another commented, **“Que tenga buen conocimiento en matemáticas y ciencias.”** (“I want him/her to be knowledgeable in Math and Science”).

Other comments included:

- Participants wanted their students to be well versed in all subjects (English, Math, Literature, and Language).
- **“Que [el estudiante] sepa expresarse en lectura”** (I want the student to be able to express himself in reading”).
- A parent wrote that they wanted their child to do well in school and state exams, such as CAHSEE.
- One parent wrote, **“Quiero que mi hijo salga preparado para el colegio.”** (“I want my son to be ready for college.”)
- A parent wrote, **“Que el estudiante aproveche bien el tiempo de estudio.”** (I want the student to use his time wisely”).
- A parent commented that they wanted their student to be a critical thinker, **“Pensando antes de actuar.”** (“Think before you act”).
- Another parent wrote, **“Quiero que mi hijo sea un buen estudiante, que sobresalga en los exámenes, y que saque pura ‘A’.”** (“I want my son to be a good student; I want him to excel on the tests with “A” scores”).

Development of Character

During the exercise, participants expressed they would like their students to have great moral character. Respect was a trait that parents wanted students to possess. One parent commented that they wanted their child to **“Escuchar sin interrumpir.”** (I want my son to be an active listener”). Participants also expressed that they wanted to be responsible students. One participant commented, **“Quiero que mi estudiante maneje bien su tiempo”** (I want my student to learn to manage his time). Another wrote, **“Quiero que mi hijo tenga un deseo de estudiar.”** (“I want my son to have a desire for learning”).

Other comments included:

- One participant wrote that they wanted students to have respect for themselves, their peers, teachers and personnel
- A participant wrote, **“Que sean más respetuosos de las reglas”.** (“I want them to follow the rules”).
- A parent wrote down that, **“Quiero que sea respetoso”** (“I want him to be respectful”) another said **“Quiero que tenga buen comportamiento”.** (“I want him to have good behavior”).
- A parent expressed that they wanted their student to be confident in themselves and the work they do.



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- One participant commented, **“Quiero que se involucren en le comunidad.”** (“I want them to be involved in the community”).
- A group mentioned that they would like their students to have goals and be motivated to achieve them
- A parent mentioned that they wanted their student to be motivated to do well in school.
- A participant wrote, **“Quiero que [mi estudiante] siga estudiando y sea alguien en la vida.”** (“I want my student to continue his studies and to be the person that he wants to be in life”).

Better Communication

The participants expressed that they wanted students to be able to communicate better. Communicate better with their peers and communicate their problems and issues with teachers and vice versa. One parent wrote down, **“Quiero que mi hijo pudiera tener mejor comunicación con su maestro”** (“I want my son to have a better communication with his teacher”), stating that teachers, in turn, will have a better understanding of the needs of the students.

Other comments included

- One participant wrote, **“[Que haya] mejor entendimiento entre maestros y estudiantes.”** (“A better understanding between teachers and students”),
- One person commented that they would like their child to understand what is taught so they won’t get discouraged in their studies.
- A comment written by a parent, **“Quiero que [los estudiantes] sean más comunicativos con los maestros”** (“I want the students to have a better communication with the teachers”).
- A parent mentioned that they would like their student to communicate with them any problems that come up.
- **“El estudiante debe de ser mas amigo del maestro”**. (“The student should become friends with the teacher”).
- One parent mentioned that she would like her son to be able to communicate himself better in English. She commented, **“Hay veces que mi hijo no puede leer una carta en Ingles.”** (Sometimes my son can’t read a letter written in English”).
- A participant wrote, **“Que mi hijo se comunice bien con el maestro.”** (“I want my son to have good communication with the teacher”).



Session 1 Report – School Vision

NAME OF SCHOOL: *Bret Harte Prep Middle School*

DATE OF SESSION 1: *9/27/12*

NAME OF ORGANIZATION: *Building Skills Partnership*

NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION: *DANIEL PAREDES*

DATE THIS REPORT IS COMPLETED AND SUBMITTED: *10/2/12*

The School Vision was created by compiling information gathered in the small group activity, discussions, and notes taken throughout. During the group exercises, parents were asked to create the vision for their student. Parents stated for their school vision they want to see the following components (in no particular order): *Safety/Security, Academic Support for Students and Parents, Teacher Quality, Communication, and Parent Engagement.*

Safety/Security

A major concern for the parents was the issue of security or lack thereof. They mentioned that students would go outside to smoke weed. One parent wrote, **“Cuiden de cuando estén en recreo no se le acerquen personas en las rejas.”** (“I would like to see more vigilance during the break to avoid any strangers approaching the students through the fence”). Participants mentioned that people would approach students through the fence and harass students. Parents also mentioned that they wanted school administrators and security personnel watch out for bullying.

Other comments included:

- A parent wrote, **“Que haiga más cuidado con los niños en el recreo y en los baños.”** (“More supervision during break time and in the bathrooms”).
- One concern a parent had was, **“Mas seguridad antes y después de la escuela.”** (“Improve security before and after school”).
- Many of the participants wrote that they wanted more security inside the school especially during their lunch hour.
- Many parents were concerned that their children were outside in extreme heats. A parent commented, **“Que pongan un material para cuando los niños salgan a la clase de educación física no estén en el calor.”** (“They should cover the PE area so that when the children do their activities they are not under the sun”)
- **“Tener más cuidado para la cafetería.”** (“Improve safety in the cafeteria”).
- A participant said, **“Mas supervisión en la hora de lonche y descanso porque hay muchos pleitos y bullying.”** (“More security during lunch time when the students are more vulnerable to fights and bullying”).
- A suggestion written down was, **“Que los padres vengan de voluntarios a colaborar en mantener la escuela segura.”** (Have the parents come to school as volunteers to help in keeping the school safe”).
- Another parent wrote, **“Que tengan vigilancia en el área de juego porque se escapan por ahí.”** (“More security in the yard to avoid students leaving the school”).
- Parents were concerned about their child’s safety after school hours. They commented that students would get harassed, bullied, and assaulted by others outside of school.

Academic Support for Students and Parents

During the small group exercise parents wrote down that they would like the school to provide more training and tutoring for students and parents. One parent wrote, **“Mas talleres para padres como clase de computación.”** (“We need more workshops for parents such as computer classes”). The participants expressed that they would like to receive more training, workshops, and counseling. Another parent wrote, **“Desearía que hubiera más fuentes de enseñanza en la escuela.”** (“I would like to have more learning opportunities in school”). Another parent mentioned (during the small group exercise and school plan dialogues) that many students had various artistic talents



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that the school currently wasn't tapping into and that it was something that should be more developed in the students' lives.

Other comments included:

- Many parents expressed that they would like the school to provide tutoring for students not doing well in a subject. Saying, **“Mas tutoría después de la escuela.”** (“More after school tutoring”) and **“Tener tutoría para los estudiantes”** (“Tutoring for students”).
- Additionally a few parents felt that the school should provide counseling saying, **“Que den ayuda de consejería psicológica”** (“To provide counseling services from a psychologist”) and **“Consejería para ayudar con el comportamiento de el estudiante.”** (To provide counseling for students with behavioral problems”).
- Another wrote, **“Tutoría para ayudar a los estudiantes que están muy bajos de calificaciones.”** (“Tutoring to support students with very low grades”).
- Some parents wanted the School to provide counseling for students, especially for students in dire need. **“Que les provean consejería cuando el niño ya está adentro de las drogas.”** (To provide tutoring for students that already are involved in drugs”).
- A parent mentioned, **“Taller de música para ayudar al estudiante.”** (To provide music workshops to help students”).
- A parent wrote, **“Quiero que la escuela de talleres de droga, música, arte, ciencia, sexo, lectura, y matemáticas.”** (“I want the school to provide workshops about drugs, music, science, sex, reading and mathematics”),
- Parents wanted more educational workshops, **“Mas conocimiento acerca de ir a la universidad.”** (“More information about going to college”).
- A parent wrote, **“Motivarlos más sobre las ventajas de ser bien preparados.”** (Talk to the about the advantages of being well prepared, as a way to motivate them”).
- Some parents were concerned about special education students commenting, **“Quiero que los niños de educación especial tengan más ayuda para que ellos sobresalgan en todo también.”** (“To provide additional help to children with special needs so that they can also excel in school”) and **“Quiero que mi hijo de educación especial ya no necesite estas clases cuando salga de aquí.”** (“I would like to see that when my child finishes school, he no longer needs to be in a special education program”).

Teacher Quality

Participants mentioned in during their small group discussion that they wanted Bret Harte Prep to have quality teachers. They expressed, **“Que el maestro sea entusiasta y motive al estudiante”** (“That teachers show enthusiasm and motivate the students”) and another wrote, **“Que los maestros se actualicen en su materia.”** (“The teachers should be up to date on the subject they teach”). They wrote that they wanted teachers to be respectful of students and that know how to discipline students appropriately.

Other comments included:

- One parent wrote, **“Que los maestros se actualicen en su materia.”** (“The teachers should be up to date on the subject they teach”).
- A group of parents expressed that they didn't want many substitute teachers circulating in the students classes. They felt that having many substitute teachers create problems and confuse students.
- A parent commented, **“Yo quiero respeto con los maestros y estudiantes.”** (Respect between teachers and students”).
- Another parent commented on the professionalism of teachers stating, **“Quiero que los maestros sean puntuales.”** (“I want the teachers to be punctual”).



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- A parent wanted administrators to get more involved with the teachers, commenting, **“Mas supervisión de la dirección para los maestros en la enseñanza.”** (“The administrators should be more involved in supervising the teachers”.)
- Another parent wrote, **“Quiero que los maestros mejoren para que los niños se superen y que no haiga discriminación entre ellos.”** (“I want the teachers to develop and improve so that they can help the children to better themselves. There should be no discrimination among them.”)
- One parent wrote, **“Pienso que como maestro debe de tener mejor disciplina hacia el niño pero con un buen trato”.** (“I think that teachers have to discipline the children, but they should not mistreat them.”)

Communication

Participants expressed that better communication was needed between parents, school personnel, teachers, and students. One parent expressed, **“Necesitamos personal bilingüe porque la mayoría de padres no hablamos ingles y es difícil comunicarnos.”** (“We need bilingual personnel because most of us parents do not speak English, and it is difficult for us to communicate”.) Another parent said **“Que haiga mas comunicación de maestros con los alumnos y respeto entre ambos que haiga.”** (“Better communication between teachers and students, and mutual respect.”)

Other comments included:

- A parent wrote, **“Quisiera que haiga mas comunicación con la comunidad.”** (Better communication with the community”.)
- One parent was concerned about the racism that she views in the school and wanted administrators/teachers to do something about it, **“Que hablen del racismo.”** (“We need to talk about racism”.)
- Another parent wrote, **“Cuando hay juntas o talleres enviar un recordatorio con nuestros niños.”** (“They should send a reminder notice with our children whenever there is a meeting or a workshop.”)
- A parent was concerned about the frequency of progress reports saying, **“Que comuniquen cada mes el progreso de los hijos.”** (“We should receive a progress report for the students every month”.)
- Another parent wanted there to be open communication between teachers and parents commenting, **“Que se hagan un horario para poder hablar con los maestros.”** (“There should be a schedule to talk to teachers”.)
- One parent wrote that when the school does mailouts to do them in both English and Spanish
- One parent wrote, **“No esperar enviar el reporte mensual para decir si esta fallando en alguna material.”** (“Do not wait until they send a monthly report to inform the parent when a child is failing.”)

Parent Engagement

Many participants in the session voiced that they wanted more parents to get involved whenever there were school meetings and sessions. A parent wrote, **“Padres y comunidad involucrarnos mas en las juntas y ayudar a la escuela.”** (Parents and community need to become more involved in meetings and helping the school.”) The director of the parent committee agreed, and commented that she was not being supported by parents in the community. A parent expressed that more emphasis was needed on recruiting parents in the community explaining them the need and urging them to participate.

Other comments included:

- A parent commented, **“Trabajar juntos padres y maestros.”** (We need to work together, parents and teachers”.)



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- One parent felt that more parents would get involved if there were training for them, writing, **“Mas talleres para los padres de la comunidad.” (“Additional workshops for parents and the community”.)**
- Another parent expressed, **“Pasar la vos a los padres en la comunidad para que vengan mas gente a las reuniones.” (We need to talk to other parents in the community to encourage them to attend the meetings.”)**
- One parent wrote, **“Que sea la escuela muy alegre con todos los padres participando.” (“I would like to see a school where all parents are involved and joyful.”)**
- A parent expressed that one way to make the school safer was to get parent volunteers to help out with security.
- One person commented, **“Que los padres vengan y sean voluntarios en lo que sea.” (“Parent can come to the school and volunteer to do anything”.)**
- **A parent commented, “Que vengan [los padres] y apoyen a sus hijos haciendo encuestas y estudios escolares.” (“Parents can come to support their children, and they can also help doing surveys and research about school”.)**

Additional comments

- Que pongan competencia de basquetbol, futbol, volibol, etc. (Sports competition in Basket ball, football, volleyball, etc.)
- Start school earlier
- Include a time for nutrition (so child is not hungry throughout.)
- Cleaner school
- Better food provided in lunch
- Que impartan futbol, voleibol, y basquetbol, así se superarían mas. Mente sana, cuerpo sano. (To provide different sports such as football, volleyball, basket ball, for the students. This will help them to develop a healthy and mind and a healthy body.
- Que les den libros a los estudiantes. (To provide book to all students).



Session 1 Report – Dialogues with Planning Teams

Dialogue One – Dialogue between Sankofa Education Alliance and participants

This group, led by Dr. Cobb, shared her vision for the school with participants and opened up the discussion for any additional questions/comments from participants afterward.

1. A parent asked **“What would be done to keep students secure?”**
Answer: It’s necessary to engage parents that have students with disciplinary problems. Students need to know how to interact with other students. We can reach out to volunteer (parent) organizations to help keep campus safe during school hours.
2. Several parents articulated about how the arts have positively affected their students. One mentioned that his son plays guitar really well another parent commented that her daughter was so skilled in the arts that she had won a trip to Paris. A parent commented: **“There are many students that have talents and the school isn’t tapping into.”**
Answer: All students are gifted/geniuses, but sometimes they are limited. The plan we’re presenting, using the STEAM method, (see planning team outline) would help develop students in the arts.
3. Parent: **“In order for there to be child success, more parent participation is necessary. It’s especially necessary in order to identify the needs of the student.”**
4. Parent: **“My child is getting bullied, what can be done about that?”**
Answer: There needs to be stricter consequences for bullies.
5. Parent: **“Will there be additional help for ‘slower learners’ [under this plan]?”**
Answer: There’s no such thing as “slow learners” but instead students learn differently.
6. Parent: **“There needs to be a nutrition time added. Sometimes I give my child extra food so he can eat during the class breaks. Students get hungry and are unable to focus during school.”**
Answer: Bret Harte Prep would be a “pilot school” under this proposed plan. There is autonomy to deal with scheduling and add a nutrition break.
7. Parent: **“What is a pilot school?”**
Answer: More information on pilot schools will be provided in the informative packets during the

Dialogue Two – Dialogue between Bret Hart Prep Middle School and participants

This group, led by Ms. Vasquez, Ms. Thomas, and Mr. Tran, of Bret Harte shared their vision for the school with participants and opened up the discussion for any additional questions/comments from participants afterward.

1. Parents: **“What activities would be developed under this proposed plan?”**
Answer: “Next session will go more in depth with the curriculum.”
2. Parent: **“What would happen with my child who is a slower learner?”**
Answer: There needs to be a more joint collaboration between teachers and parents to help the child. There will be teamwork between teachers and teamwork with parents.

The following are additional questions/comments collected from the participants towards the end of the session.

- Porque esta en bajo rendimiento escolar? Why is my son/daughter’s performance low?
- Es por bajo estudio/conocimiento, o son los maestros? Is it because he/she does not study/lack of knowledge, or is it the teacher?



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- Porque nutrición no tiene bueno su menú para los niños? Why do not they have a good menu for the children?
- A veces esta echada a perder la leche. Sometimes the milk is spoiled.
- Quiero que los maestros se capaciten y se actualicen para poder enseñar con mas animo en la escuela. (The teachers need additional training and to be up-to-date in order to teach with enthusiasm).
- Estoy preocupada porque durante la educación física se sientan los niños en el suelo caliente cuando hace mucho calor, y sin agua. Esto me preocupa. (I am concerned because in PE the children have to seat on the hot ground when it is very hot, they have no water. I am concerned about this).
- Mi hija para mi tiene buenas calificaciones. Yo quisiera saber si les ponen atención, para seguir mejorando? (My daughter has good grades. I would like to know if they help students with good grades to continue making progress.)
- Students aren't able to eat properly because there are too many students out at a time. It would be good if they were let out for lunch by grades (6th, 7th, 8th, etc.)