

I am a:	Site	If the Board passes the a-g policy, what support would you need to implement the Common Core Standards K-8 and a-g implementation at the high school level.
Certificated Employee	Maria Carrillo High	I don't support this decision!
Certificated Employee	Montgomery High	I need to know how this would affect the Counseling Education Programs (CEP) at SRHS and MHS.
Certificated Employee	Elsie Allen High	We already have this policy at EAHS and have been working together as a staff through collaboration to support each other and our students. We are moving forward...
Certificated Employee	Santa Rosa High	First off, I'm all for a-g. My biggest fear is that my colleagues will sabotage this to "prove" it's too hard for certain students. How do we make sure this doesn't happen?
Certificated Employee	Elsie Allen High	Personally, I do not need extra support, as our classes are already A-G. For future changes (RSP phasing out), I would like to see our district partnering with SSU's education department to build our teachers' understanding and ability to co-teach. Through my 5 years with the teacher preparation program's AAAEL, an opportunity provided by Dr. Kelly Estrada, I learned collaboration techniques and processes that I think would be helpful for all of our teachers.
Certificated Employee	Santa Rosa High	Hopefully it is not passed, but if so we need other ways and support for our students. Not all students learn the same way so it will be important that we implement multiple ways for students to learn. By providing multiple ways for students to learn allows the opportunity for our students to be successful. It is our job to make sure we find ways for our students to be successful.
Certificated Employee	Elsie Allen High	I would love to collaborate with SSU on a workshop to help create a positive environment for co-teaching, particularly with RSP teachers. Dr. Kelly Estrada at SSU had a grant for the AAAEL program, which focused on English Learners. As part of the program, mentor teachers and student teachers met to create ideal conditions for co-teaching. We looked at educational research and spent time planning what our co-teaching would look like. So happy we are going to be A-G district-wide!
Certificated Employee	Hidden Valley Elementary / Satellite	I honestly have NO idea. However, we could definitely use support at our site on many levels. We have no EL support and no intervention support....this would be a good start.
Classified Employee	District Office	Classrooms instructional aides would be helpful
Certificated Employee	Montgomery High	Much more support needed for RSP students in all core classes and they need to be there for the entire period, not arriving at 8:30 and leaving at 2:30.
Management / Unrepresentative	Rincon Valley Middle	I would need to provide training opportunities to my teachers on team-teaching.
Certificated Employee	Elsie Allen High	Our site is already implementing A-G. My experience has been that due to the increased rigor, more students are earning D's and F's, which is in conflict with our site goal of reducing D's and F's. We have been using embedded support to help students, but I find that 20 minutes isn't enough time to provide the extra support my students need.
Certificated Employee	Maria Carrillo High	I would need students who didn't have gaps in their knowledge. Students who didn't have issues in their life that prevented them from doing well in school. Students who want to go to college. Not all students want to go to college or need to go. There are many vocations that do not require a college degree and are very needed.
Certificated Employee	Piner High	none. My courses are already A-G. I strongly disagree with this decision and feel it is detrimental to many students. I would like to see some of my Academic Biology courses turned into regular level biology.
Certificated Employee	Santa Rosa High	Students who are currently in my "Regular" English classes do not have time or the ability to do homework outside of the school day. Many work part-time or full-time jobs to help support their families. Many need support to comprehend reading or math assignments, and thus homework does not get done. In order to prevent these students from failing an a-g class, they must have time in the school day to get time and/or support with homework. Tutorial classes can help.

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Certificated Employee	Montgomery High	I will be happy and don't feel I need any support as a teacher. At our site we are only talking about two sections, so I'm not sure that any support is required, but I think there are some teachers who are rusty on how to provide access to a rigorous curriculum for English learners.
Certificated Employee	Montgomery High	Small class sizes (25 or fewer), classroom aides (push-ins)
Certificated Employee	Montgomery High	We are implementing the NGSS, core and using AVID tactics. The issue will be that not all students will be going to college, nor are they coming to the high school prepared or trained. High schools are expected to do it all and that makes the task impossible.
Certificated Employee	Santa Rosa High	Collaboration time with other teachers (PLC) and planning time (release day/s)
Certificated Employee	Montgomery High	Lower counselor to student ratio, more mental health services, more alternative education opportunities. An opt out option for students and families that have other priorities and would rather take electives that prepare them for their career choice when attending a 4 year university is not their desire. This movement towards changing graduation requirements has been done without input from the most stakeholders.
Certificated Employee	Maria Carrillo High	The below statement in your email is completely false and disingenuous as most certificated staff have not been included in this plan. "We have been diligent in working collaboratively with certificated and classified staff to ensure that we are providing support for staff and access for students. Together, we can do better. As we implement the systems of support for the proposed change in the graduation requirements, we are committed to working together with staff on the implementation."
Certificated Employee	Santa Rosa Middle	A solid concrete plan that I can tell my students who do not want to take three years of math how he can still graduate high school.
Certificated Employee	Maria Carrillo High	How will students who are barely making it through the current requirements for graduation be able to complete the additional sections required for a-g? They would have to take more science and world language and with less support. How can we individualize instruction with no support options (eliminating RSP classes)?
Certificated Employee	Santa Rosa High	We need to make sure the students are moving on to the next grade prepared and are proficient in the standards, no more social promotion. We will need support to make sure students are at grade level. There will be an increased failure rate, and an increased dropout rate. Not all students want to attend a 4 year college or know what they want to study coming out of high school. The college system is not designed for everyone to attend college?
Certificated Employee	Piner High	1st, if it includes eliminating RSP classes to place these students in A-G then I lose my classes and am forced, potentially, into co-teaching. I would need training and collab time. 2nd is the impact on SDC, to earn their diploma they would have to pass Math 1. 2 and 3 I would need training on how to differentiate the curriculum. Finally as Department chair I would need time to develop an entirely new program for our site to support SPED students in Gen ed English and math classes.
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Certificated Employee	Lawrence Cook Middle	First of all, you are moving way too fast on the RSP implementation. Since this affects next year's 9th graders, wasn't the master schedule already done? What happens to our 8th grade RSP students at the High School next year? Haven't they already been scheduled? We need training on effective co-teaching models at the middle school level. I feel another year for this is appropriate. You are asking all of us to do something entirely different. 4 months notice is not appropriate.
Certificated Employee	Rincon Valley Middle	We need time to plan and train, so that we can prepare students better. I also would need more time to work with individual students who are struggling. The best success in writing comes from writer's workshops and meeting with students individually. There is not enough time, though, to work with every student on every essay.
Certificated Employee	Elsie Allen High	* More options of computer adaptive learning programs for our EL students and specifically for student in Overall CELDT level 1-3 in order to make gains to 4-5. * Teachers Aid in ELD Level 1 courses. *Summer and math programs for all of the students. *Collaboration with community centers to provide tutoring for SRCS *Available summer fast track Math courses for students who are at the top of their current year long math course and would like to advance a level of math through the summer.
Management / Unreprese	Santa Rosa High	Smaller class sizes, especially in 9th grade.
Classified Employee	District Office	I hope the a-g policy is passed. It's about time.
Classified Employee	District Office	Offer support to our district administrators as needed
Classified Employee	Montgomery High	Substantive and major system structure changes to meet the needs of our students starting pre -k. Class size prek-3 at 20. Class size - 25 students. Compensated collaboration time for all teachers . Viable collaborative work/learn programs with community employers to support the nurturing of skills needed. This work NOT on top of what teachers do already. Working facilities, Buildings and grounds maintained, painted, cleaned appropriately. Libraries as community resources.
Certificated Employee	Santa Rosa Middle	Training, Smaller Class Sizes, Better Implementation of Restorative Justice
Certificated Employee	Elsie Allen High	Aides, new curriculum... higher salary...
Certificated Employee	Montgomery High	flexibility, understanding, differentiate instructions, classroom aide, smaller class size, after school program, etc.
Certificated Employee	Santa Rosa Middle	More instructional aides and just knowing what my job will look like next year.
Management / Unreprese	Montgomery High	Here are three possible ideas I have seen resented in the literature on this topic that I would like to see, and I would be excited to participate. First, to increase on-time course completion, use our new data system to identify at-risk student and provide support for them in grades K-12, along with more opportunities to take relevant courses aligned with the Common Core and a-g. I hope to see a plan for the expansion of language course offerings in grades K-8 and summer school for high school students. Second, map the policy and curricular implementation with a strong focus on the budget plan needed to support and ensures adequate funding for additional supports and services that will be required. Lastly, consider how we might have a college prep curriculum for all with certain stipulations in the state education code, including a career and technical education pathway to a high school diploma.
Certificated Employee	Maria Carrillo High	Models of an academic year in the subject area with new/heightened requirements highlighted. Details about what's most important in establishing a curriculum in Common Core that meets the A-G standards for implementation. Common Core/A-G curricular/subject are development days allowing for advance planning before the implementation time is upon us.

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Classified Employee	Abraham Lincoln Element	consider additional hours for Library Techs and/or staff to return staffing to 2 Library Techs at each High School flex hours so they would be there for zero period and 1 full time at each Middle School and 1 half at each Elementary plus 1 half time IMT at each Elementary these could be combined into 1 position as they are similar to the Book room Techs at Middle and High School. Increase Instructional Assistance supports K/8 and High school as needed. Computer tutorial could be a classified position similar to Old Adobe District. Counselors. Elementary School Tech II increase hours to 8 at each school. Increase wages of Classified staff to attract and maintain staff most are not making a living wage in Sonoma County.
Certificated Employee	Piner High	Time. We need to get this right. Like many, I'm still catching up with the particulars. One of the biggest concerns I have is the elimination of RSP. Will support staff come into our classrooms or even co-teach with us? I'm open to the idea, but we need to have that support in place if we're going to do this effectively. I'm also wondering about SDC as well. While I do favor A-G in theory, I do know there is a small percentage of kids that for whatever reason can't keep up and need that 1 to 1 or low ratio. I can recall one case three years ago where I had an SDC student that was mistakenly scheduled into the academic track. He would often blurt out which would frequently distract the class. Even with this student trying their hardest, and with additional support in the room this student just couldn't keep it together. It would seem my character limit is about up. Please call or e-mail mconverse@srcs.k12.ca.us
Certificated Employee	Santa Rosa High	I was half way through with my response, but I hit the character limit on this form. Too bad. For the record, I reject the idea that this counts as consulting staff or teachers. It is too little too late for me. I will work with my union to develop a response to this top down approach so they can negotiate the changes to my working conditions under the contract, ed code, and labor law. Too bad we couldn't do this collaboratively.
Certificated Employee	Maria Carrillo High	1) text books/resources in multiple languages (i teach science and I have not had a new text book in 20 years) 2) aids to assist each of the students with special issues (I have no aids at all right now) 3) additional teaching staff - if the diversity of student skills is going to become even broader than it already is, class sizes must be MUCH smaller so that I can help each individual student. I already work through my break and lunch to ensure that every student receives the help they need. If my student needs are even more diverse than they are now, there are not enough minutes to accommodate every student individually. 4) parental support - parents of accelerated students AND of students who have in the past not been held to the rigor of a-g standards must understand that things will be changing. The board must "sell" the community on this change and ensure their support . Teachers should not be criticized that the class is "too easy" or that "there are too many F's"
Certificated Employee	Santa Rosa High	I think this is jumping the gun. Your email speaks of possible and proposed. Why don't we wait and see what exactly it is the Board policies will be and what they want to implement. As of right now this is speculative. I would rather wait until we have firm direction and even at that I think we are pushing too hard and too fast. Other districts have had varied success and that is after planning for years, not implementing after 2 Board meetings.

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Certificated Employee	Montgomery High	<p>My students who are not on the A-G track (earning D/Fs in multiple classes) have many needs:</p> <ol style="list-style-type: none"> 1. Truancy 2. 4-6 grade levels behind in math (if they are 1-3 grade levels behind, and work, they usually pass) 3. Refuse to work 4. Come to school under the influence (Students who do this are able to hide it from teachers. One of my students told me last week: "You should be proud of me LaFrance, I have only come to your class stoned one time". I asked "Do you do this more often in other classes?" to which they replied "All the time.") 5. Use drugs/alcohol, but mainly drugs each day 6. Face serious trauma at home. In the last two years, I have had students with rape, suicide, homelessness, domestic violence, etc. in their families. 7. EL students with no bilingual support 8. RSP students with no RSP support 9. Large class sizes. My Algebra classes used to be 20 to 1, now they are 30 to 1, but my students have more needs and I am not able to get to them all with out help.
Certificated Employee	Maria Carrillo High	<p>You haven't explained what the "a-g policy " actually is or what "a-g implementation" means. I can only tentatively infer that 5 regular/survey courses will be eliminated at my site, based on the bullets in your email. Is that a policy or is it a plan, or is it neither? I can't possibly answer this question without knowing what goal is being proposed here.</p> <p>Also, you shouldn't be asking what supports a teacher needs, but what supports the students need, because they are the ones who are being required to jump the bar. Surely setting a goal is not meeting a goal, and setting a goal with no plan is a recipe for failure. And, as is the way in the world, I suppose, it's the little guy who bears the brunt of the failure, and in this case it will be the students.</p> <p>A third point: the IF in your question is disingenuous because we know that the policy WILL be passed. Either the Board knows what supports are required, or else they don't and they passed a plan-less policy anyway.</p>
Certificated Employee	Santa Rosa High	<p>Students at SRHS need some sort of "advocacy" or "advisory" period built into the day to get help from teachers, make up tests/labs/classwork, work on homework, etc.</p> <p>We need a 7 or 8 period day, with a block schedule, and some common planning time, so students don't have to give up electives and teachers have time for coordination and collaboration. Students need choices. Already many have trouble fitting into the comprehensive high school model, and going a-g for all seems only to narrow choices, not create them.</p>
Certificated Employee	Rincon Valley Middle	<p>From the research I have seen, it is critical that students be reading at grade level before leaving elementary school or they are most likely never to catch up. Our elementary schools are dealing with very complex populations. I believe strongly that they need investment in reading specialists, pull out support sections and strategies, etc. It would also be important to add some of those resources into Middle School. My site is lucky, but still has more incoming 7th graders not reading at grade level than we can help with our current allotment of 1 Support sections. We have no reading specialists. We also struggle with absenteeism and parents who dont understand the importance of home support for struggling students. I dont know how to fix that, but without better parent buy-in and support, many students will not enter High School ready to achieve, no matter what we do in Middle School.</p>

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Certificated Employee	Other	As a teacher who is a parent, I am very concerned that some students will drop out or leave public school in SRCS because of these added requirements. My own children report that they do not find high school inspiring. The work load is unreasonable with 6 courses. The connection to the real world is weak. Their place in our community is unclear or invisible. The evaluation processes are unfair and irrelevant to their future. They do not feel motivated to do the work that is being offered. They don't fit in with their student peers. They feel isolated. My children want out of high school as soon as possible. They are not successful in their high school courses. Yet, they are successful in their SRJC courses. A great deal would need to change about how courses are being taught and how students are being evaluated if classes are going to be heterogeneous and simultaneously a-g rigorous.
Management / Unrepresentative	District Office	For people who are struggling with the implementation of A-G policy , an opportunity for a circle (no , I am not kidding, a circle) for folks to share their concerns, talk about what has been the hardest part, what they've thought about, tips for getting through the change, share what would help with the change ... we can put the offer out there and use this strategy, which may be comfortable or even new to some folks. Just an idea.
Classified Employee	Luther Burbank Elementary	n/a
Certificated Employee	Piner High	I am totally against this move at this time. I do not believe we have the resources/support /money needed for students to be successful. My school is hailed as being the high school closest to all students meeting A_G requirements. I don't believe that anyone has looked at fail rates in academic courses and with social promotion in the lower grades, students come to us with very low reading and math skills. In districts where it has been successful, they initially required all failing students to attend Saturday school and double the offerings in summer school. If what the district says is true, we don't have the money for this. I also believe that all of our students take advantage of the A-G classes on our campus and have equal opportunity to meet these requirements if they choose to. It is sad that there was no conversation about this at sites first. I think this will institutionalize failure for many struggling students.
Certificated Employee	Elsie Allen High	more in-class support for ESL/RSP students, TIME to collaborate with site and district colleagues around curriculum development and assessment (lesson studies and coassessing ideally), robust intervention identification and support for 9th and 10th grade students, more vertical teaming K-12.
Certificated Employee	Piner High	Smaller class sizes to better serve at-risk/low academic/low engagement students.
Certificated Employee	Maria Carrillo High	<ul style="list-style-type: none"> *Honesty. The list of support and access is disheartening. *Students can't be allowed to fail middle school courses with no consequences. *If you give me an aide, you need to give me training on how to appropriately utilize an aide, and time outside of class to work things out with the aide. *Smaller class sizes if you expect me to meet the needs of a greater diversity of students in my class. *Co-Teaching requires up front and ongoing training, as well as extended time provided to collaborate for this to work. *Have teachers visit other teachers' classrooms across campuses and across the district- and then compare levels of rigor and best practices. *Succeed with an educational campaign about what is changing and why it is changing, and how that will roll out- for ALL stakeholders. *Schedule changes now for Aug? Do you know what this requires? **500 characters is not nearly enough. **
Certificated Employee	Luther Burbank Elementary	summer school and other learning intensification for ELs
Certificated Employee	Maria Carrillo High	I hope the board does not pass A-G as a graduation requirement. We need flexibility when scheduling students with a

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Certificated Employee	Piner High	"If"...I think we know that this is a done deal so why the charade? Piner would have had more Algebra Readiness clas
Certificated Employee	Piner High	I think that students who struggle in mathematics as indicated by grades and SBAC scores should receive additional s
Certificated Employee	Montgomery High	Smaller gen. ed. class sizes, EL instructional assistants hired (we have none at this time), more RSP instructional ass
Certificated Employee	Montgomery High	more resources to support struggling students who may not be capable of passing a-g courses
Certificated Employee	Montgomery High	staff and parent education on A-G as well as site admin, much support at the K-8 with academic support before comin