



Session 1 Report – Student Vision

NAME OF SCHOOL: FRANKLIN HIGH SCHOOL

DATE OF SESSION 1: 9/25/12 & 10/9/12

NAME OF ORGANIZATION: BUILDING SKILLS PARTNERSHIP

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

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10/15/12

The Student Vision was created by compiling information gathered in the small group activity, discussions, and notes taken throughout sessions held on September 25th and October 9th, 2012. 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) good citizenship, Aspiration for academic success, and Be Prepared for the future.

Good Citizenship

During the exercise, participants expressed they would like their students to demonstrate good citizenship. Participants wanted students to be able to care about others, their schools, their community and themselves. During the small group discussion one parent commented, **“Quiero que mi hijo demuestre buenos principios morales, buenos modales.”** (*I would like my son to demonstrate good moral principles and good manners*) Another wrote, **“Value other’s self-esteem and character and have integrity”** as traits they would like students of Franklin High School to possess.

Other comments included:

- Several parents commented that they wanted students to take more leadership roles in their lives and in the community. A parent commented, **“Que el estudiante sea líder para inspirar a otros”** (*We want for the student to be a leaders that inspires others*) another said **“I want my child to decide what’s best for himself and his community.”**
- Another parent said, **“Que tengan amor del uno hacia el otro. Igualdad, y amor al país.”** (*We want for the students to have love towards one another. For them to have equality and love for the country*)
- A participant wrote, **“Que [el estudiante] sea honesto y respetable.”** (*We want for the student to be honest and respectable*)
- Many parents voiced that they would like students to have self-discipline and respect, one parent wrote, **“Disciplina, pensar antes de actuar, amar y respetar, y tener una mente positiva”** (*We want the students to have discipline, to be able to think before acting, love and respect, and have a positive mind*) another wrote, **“Respetar a si mismo y a otros.”** (*Respect himself/herself and others*)
- A few participants wrote that they would like students to get more involved in their communities. A parent wrote, **“Que le guste el servicio a su comunidad”** (*We want for students to like/enjoy being of service to their communities*) another wrote, **“Have real involvement in community issues i.e. cleanup, volunteering, etc.”**
- A couple of participants mentioned that time-management was a good quality for students to have. One wrote, **“Saber como administrar su tiempo y ser organizado.”** (*We want our students to know how to manage their time and be organized*)
- **Help others, always!**
- A participant wrote, **“Value themselves, others, property, achievement and people.”**

Aspiration for Academic Success

Participants stated they would like their students to aspire for academic success. They wanted their students to have a desire to be successful. One parent wrote, **“I would like my son to be hungry to succeed in life”** and another wrote, **“Dedicación en sus tareas y proyectos.”** (*Dedication in his/her homework and projects*)



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Other comments included:

- One parent wrote, **“Que el estudiante sea competitivo.”** (*We want the student to be able to compete*)
- A parent commented, **“To enjoy responsibilities and the opportunities that are available.”**
- Another parent wrote, **“Que haga sus tareas y sepa administrar su tiempo.”** (*We want students to be able to do their homework and know how to administer their time*)
- **“Que le guste los retos.”** (*We want for students to like challenges*)
- A participant wrote, **“Be more aware of the California Board of Education’s standards for each grade.”**
- Participants wrote that it was important for students to stick to their goals. One parent wrote, **“No desviarse de sus metas y lograr la meta”** (*We want students not to deviate from their goals and achieve such goals*) another participant wrote, **“Works efficiently and always finishing tasks ahead of deadline”**
- A participant wrote, **“Enjoy and understand the importance of hard work.”**
- **Better writing, reading and math skills.**
- **“Have a good GPA”**
- A participant wrote, **“Create visions, long and short term goals efficiently attain them.”**
- **“Listen to teachers to get good grades.”**

Be Prepared for the Future

The participants expressed that they wanted students to feel confident and prepared for not only assignments in the school but also prepared for the future. They wanted students to graduate Franklin High School confident and prepared to enter into a college, university, trade school, career, etc. A parent commented, **“Tiene que saber que una profesión es importante para un futuro mejor”** (*Students should know that a profession is important for a better future*) and a student wrote, **“Have knowledge that will take me places.”** They believed students needed to understand technological advances and how to apply them. A parent wrote, **“Students should know how to use the latest technology”** a participant wrote, **“Students need to be computer literate”**. Another participant wrote, **“Students need to have learned 21st century skills.”**

Other comments included

- **Not require remedial math or English classes when in college because the rigor wasn’t there in HS**
- A parent wrote, **“Prepare for college and know how to apply for college and scholarships.”** Another wrote, **“I want my student to be able to meet all requirements”**
- **“Aplicar a tiempo para las aplicaciones”**
- A student wrote, **“Want to graduate from HS with determination and commitment to working hard in achieving my goals and attend a good college or university”**
- Another student wrote, **“I would like to be able to go in front of a crowd and not be shy.”**
- A student wrote, **“Have knowledge that will take me places.”**
- **Excellent writing skills proficient in writing in different formats**
- **“Problem solving skills.”**
- Participants wrote that they would like students to have skills that will enable them to get a job. One participant wrote, **“Learn how to write a resume”** another wrote, **“Have great interview skills”**

Additional comments included:

- **Listen to others**
- **Be confident**
- **Be bilingual**
- **Articulate their own thoughts/follow through their ideas**
- **Be able to communicate well with others, get message across**
- **Problem solver/critical thinker**
- **Articulate verbally and written communication**



Session 1 Report – School Vision

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NAME OF ORGANIZATION: Building Skills Partnership

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

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10/15/12

The School Vision was created by compiling information gathered in the small group activity, discussions, and notes taken throughout sessions held on September 25th and October 9th, 2012. 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): *Teacher Quality, Parent Engagement, Safety/Security, and Academic Support for Students.*

Teacher Quality

Parents expressed that they wanted teachers to be better prepared during classes. One parent express, **“Que los maestros enseñen y no desperdicien el tiempo del estudiante.”** (*We want for the teachers to teach and not to waste time with the students*) Another parent added, **“Que los maestros se organicen mas.”** (*We need the teachers to be more organized*)

Other comments included:

- One parent wrote, **“Que el maestro enseñe a los estándares académicos.”** (*We need the teachers to teach the academic standards*)
- Another parent wrote, **“Que los maestros estén preparados para enseñar en el aula.”** (*We need the teachers to be ready to teach in the classroom*)
- A parent wrote, **“Remover todos los maestros malos y tener mente positiva.”** (*We need to remove all bad teachers and have a positive mind*)
- One parent wrote, **“Deben de haber maestros honestos y justos y no reprochar a los alumnos.”** (*There should be teachers that are honest and just and not be able to reproach/give blame to the students*)
- Many parents wrote that they wanted Franklin High to employ highly qualified teachers.
- A participant wrote, **“Determination and commitment from teachers to give the education to the students.”**
- One parent wrote, **“I want my son to feel proud of all his teachers. That’s why teachers should try to improve themselves.”**
- Another parent wrote, **“Friendly and courteous staff, teachers, and students.”**

Parent Engagement

Participants voiced that they would like Franklin High to involve parents and community members more. One participant wrote, **“Understanding everyone’s (students, teachers, parents, community, members) concerns and try to be empathetic to boost morale and make everyone feel they are a part of the solution.”** Another parent wrote, **“Formar un comité con el director y los padres para seleccionar a los nuevos maestros.”** (*We need to form a committee that includes the Principal and the parents to select new teachers*)

Other comments included:

- A parent wrote, **“Proveer entrenamiento a padres y hacerles mas responsables... padres, maestros, y administradores”** (*School needs to provide training for the parents and make/give them more responsibility...this includes parents, teachers and administrators*)
- Another parent wrote, **“Comunicación entre padres y escuela.”** (*We need communication between parents and the school*)



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- One participant wrote, **“Communicate to parents and students the goals of the school and acknowledge successes.”**
- One parent wrote, **“Que le den un lugar a los padres en la escuela.”** (*We need a space for the parents in the school*)
- A participant wrote, **“More dialogue between all.”**
- Another parent wrote, **“Que haiga mas comunicaci3n para los padres de parte de los consejeros acerca de las necesidades de el estudiante.”** (*We need more communication from the counselors that informs the parents about the needs of the students*)
- **“Easy communication with school/teachers. Email address for teachers.”**
- A participant wrote, **“More meetings that will involve parents with their children’s curriculum.”**
- One student wrote, **“Other parents need to get involved in their children’s education more often.”**
- A parent wrote, **“Que los padres sean bienvenidos a la escuela.”** (*We need for the parents to be welcomed at the school*)

Safety/Security

A major concern for the parents was the issue of safety and security. One parent wrote, **“Mas seguridad en los pasillos”** another wrote, **“Mejores salones de clases.”** (*better classrooms*) Participants also mentioned that the school had a cleanliness problem. One participant wrote, **“The water fountains are disgusting”** another comment, **“Bathrooms on campus that are clean and work well.”**

Other comments included:

- One participant wrote, **“Campus cleanliness: Spills and trash are not picked up, more custodial staff.”**
- A parent wrote, **“Tener aire acondicionado y calefacci3n en cada aula.”** (*We need air conditioners and heaters in every classroom*)
- Another parent wrote, **“Escuela segura e instalaciones en buen condici3n.”** (*We need a safe school and buildings in good condition*)
- Several participants commented on the overcrowding issues. One parent wrote, **“Aulas con menos estudiantes.”** (*Classrooms with fewer students*)
- One parent wrote, **“Proveer seguridad para los estudiantes.”** (*School needs to provide security for the students*)
- A student wrote, **“Harsher discipline for students that litter.”**
- A participant wrote, **“Safe and structured after school activities so students don’t engage in inappropriate activities.”**
- A participant wrote, **“No smoking cigarettes or pot on campus – it’s happening daily in the restrooms.”**
- Many participants commented that they would like to see more security on campus. One parent wrote, **“Que hubiera mas seguridad en la escuela.”** (*I would like more security in the school*)
- A parent wrote, **“Que no haya tanto bullying.”** (*I would like to have less bullying*)

Academic Support for Students

During the small group discussions parents expressed that they would like the school to provide their students with tutoring or training so they can be well prepared once they leave the high school. One parent wrote, **“Talleres para como prepararlos para la Universidad”** (*Students need workshops on how to prepare for university*)



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Other comments included:

- A parent wrote, ***“Que la escuela de programas de la A-G, que son clases que se requieren para llegar a la universidad.” (We need for the school to provide programs/classes A-G because they are required to be eligible for university)***
- One parent wrote, ***“The school needs to prepare students for life after High School whether it were college, university, trade school, or a job”***
- Another parent wrote, ***“The school needs to make the students aware of other options outside of 2 year colleges or 4 year universities after high school.”***
- One parent wrote, ***“Students aren’t leaving high school prepared enough.”***
- Another parent wrote, ***“Que la escuela le dé la atención a mi hija para que puedan ver la inteligencia que tiene y le ayuden a alcanzar sus metas.” (I want for the school to give my daughter the needed attention so that she can see the intelligence she possesses and that helps her achieve her goals)***
- One participant wrote, ***“Better math tutoring after school.”***
- Another participant wrote, ***“Bring back more after school activities.”***
- One participant wrote, ***“Academic achievement with an Olympian or athletic mentality.”***
- A parent wrote, ***“Tener nueva tecnología del siglo.” (We need to have newer up to date technology)***
- Many participants wrote that they needed more art programs. A participant wrote, ***“I would like the school to have drama, music, and art programs.”***

Additional Comments:

- Increase morale on campus, in classrooms, at home.
- Community activities.
- Comidas nutritivas y saludables. (Food that is nutritious and healthy)
- Magnet needs to be a school not just a program.
- Mas deportes (More sports)
- Dress code for students. No crazy hairstyles or piercings.
- Recognition for academics over athletics.
- Stop riffing teachers.
- No division of FHS



Session 1 Report – Dialogues with Planning Teams

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

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

Dialogue One – Dialogue between Franklin High Planning Team and participants

This group, led by Principal Debra Madrigal and Franklin High teacher Monica Weyland, shared their vision for Franklin High school with participants. Some of the points Principal Madrigal brought up were keeping Franklin High a large school, developing successful students, creating career pathways, and bringing a teacher advisory program back to Franklin High. She said students were their number one priority and felt that opportunities needed to be available to them in order for them to succeed. They opened up the discussion for any additional questions/comments from participants afterward.

1. Several parents commented that they were concerned about the lack of desire for academic success in some students. One parent asked, **“It’s necessary for students to feel ‘hungry’. What is something that can be done to make them interested in studying?”**

Answer Ms. Weyland: Students don’t feel connected. The proposed plan will bring back advisories that will help teachers connect to students.

Answer Principal Madrigal: When students know we care, they care. We want to create an environment where they see that we have their best interests in mind. Under this plan, every single teacher will be required to give a little more time to facilitate student connections. Every teacher must agree to this.

2. A parent asked, **“You mentioned that the school will be kept ‘large’, how will Franklin High be able to provide the necessary A-G requirements and ESL support to all the students?”**

Answer Ms. Weyland: The school will be kept large, and although we won’t have a ‘large’ budget it doesn’t mean that all the necessary requirements won’t be met. The plan includes after school tutoring and programs for students that need it. There is also a group called the ‘English Language Learners Task Force’ that will aid English language learners to succeed.

Answer Principal Madrigal: Also, more staff is added to a school after it reaches a certain size.

3. A parent commented, **“I feel we shouldn’t solely focus on the academics aspect of students. More outlets are necessary... before and after school and on Saturdays. Something where parents and students get involved in, like recitals, plays, performances, etc.”**

Answer Ms. Weyland: We want to revamp the theatre program to get students involved in that. We currently have a band and sport teams, however we do want to make sure to include that in our plan.

4. A parent commented, **“In order to keep students motivated in school, teachers need to motivate and respect students.”**

Answer Ms. Weyland: We will do everything in our power to motivate students.

A parent commented, **“It’s never too late. [Parents] have to push and motivate students.”**



Dialogue Two – Dialogue between Magnet Center Planning Team and participants

The second planning team that led the participants in a discussion consisted of Ms. Estela Don Lucas, the magnet center’s coordinator, and the magnet English teacher. They went over their proposed plan which included having the magnet center be recognized as a magnet school which will allow them to grow from 340 students to 415. Under this plan the magnet school will have an emphasis on math, science, and technology. Their plan will educate students to think critically, ask questions, analyze situation, and come up with a solution. They opened up the discussion for any additional questions/comments from participants afterward.

1. A parent asked, **“Will the conversion [from magnet center to magnet school] affect the ‘big school’?”**
Response: It will affect the “big school” by separating test scores. Parents of magnet students would like to know the result of the school’s CAHSEE exams and API scores. By creating a separate Magnet School, it will give us the ability to differentiate and gather results much easily.
2. A parent asked, **“Will there be a limit to how many students can apply to the Magnet School?”**
Response: Currently there is a limit of 340, expanding into a Magnet School it will give us a limit of 415; however the state needs to see an interest.
3. Another parent asked, **“Will the Magnet School receive its own funds? Will you choose your own teachers?”**
Response: The school will different from a pilot school, wherein we would keep our current teachers. But it gives us the opportunity to open up other positions.
4. A parent asked, **“How will [this change] affect current students, teachers, parents, or the community?”**
Response: There’s an application process to be able to become a magnet student. The magnet program helps diversify students in school by attracting students back to the neighborhood which, in turn, helps the neighborhood.
5. A participant asked, **“What facilities will you be using at Franklin High School and how will you be using them?”**
Response: Magnet teachers currently teach non-magnet students and we don’t have a problem sharing students as long as the district allows it.
6. A parent asked, **“What negative outcome can be incurred by implementing this plan?”**
Response: This is the first time that this will be happening at this school, we can only speak from what we’ve seen happen at other schools. We do know that funds will be separated. Franklin High School won’t receive any funds that come to us. Student achievement is really important to us, but our priority will be the magnet students.
7. A parent asked, **“How will the magnet school benefit the community if we’re shipping in students from other communities to this school?”**
Response: There are students from this community leaving to other magnet schools (Burbank Magnet, Downtown LA Magnet), we want to bring students that are leaving to other schools.
The parent asked a follow up question, **“What guarantee do we have that they community members will return?”**
Response: There is no guarantee because we’re bound by the magnet program’s application process.
8. A parent commented, **“I like the magnet program, but I believe that it needs to involve all students.”**
Response: We’re not driving out any students we will actually be creating room to bring in more students. We want to entire school to be successful.



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Dialogue Three – Dialogue between COLA Planning Team and participants

This group was made up by teachers Brian James and Jammi Anderson. Mr. James went through their proposed plan and explained that their plan would emphasize on creating a better environment for personalization between students and teachers. Mr. James mentioned that better/closer relationships between students and teachers gear students for success. Mr. James continued to say that students learn in many different ways and their school vision would allow for that to happen. After they shared their vision for the school with participants they opened up the discussion for any additional questions/comments from participants.

1. A participant asked, **“What is the population at [school at which school plan was modeled after]?”**
Response Mr. James: The population at that school was 100. However, this plan can work in smaller density schools and larger density schools as well.
2. **The participant asked a follow up question, “Will the model work in this school that has 1500 students?”**
Response Mr. Anderson: It will. I have a class of 55 students, both general education and special education, and it’s very successful. Students are doing well and succeeding. This plan will allow us to have a teacher’s aide in the class which will create a 20:1 ration for students.
Response Mr. James: In Eagle Rock, this plan was funded by the Honda corp. There are companies that see a need in giving back to the community. The services offered for designing this plan are free and this pilot school will use the resources.
3. A parent asked, **“Will the pilot school function like Belmont’s pilot school plan? If so, I’m on board.”**
Response Mr. James: I’m not sure the extent of [Belmont’s] work plan, but we will be like other pilot school.
4. A parent commented to Mr. James, **“You mentioned that only a small percentage of students are gifted. I believe all students are gifted, I don’t believe you’re doing your job as an educator correctly if you believe that.”**
Response Mr. James: There’s a district guideline that measures and categorizes students as “gifted”, I was merely stating facts that have been gathered by the district.

One parent commented that the schools are failing because parents and teachers are not on the same page about things. He say that the school would be successful if all teams worked together to form a plan.