



SESSION 3 REPORT – SCHOOL PLAN GUIDE REVIEW

NAME OF SCHOOL: FRANKLIN HIGH SCHOOL

DATE OF SESSION 3: 11/13/2012

NAME OF ORGANIZATION REPORTING: Building Skills Partnership

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

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 11/20/2012

REVIEWING YOUR EDUCATION, YOUR OPTIONS

The participants were divided into small working groups. The groups were given the task to review the School Plan Guide submitted by each Planning Team. At this school site participants reviewed three school plans. The first plan reviewed was the North East Learning Academy (NELA), followed by the Franklin Magnet Center, then the Franklin High School plan. Working groups spent 10-12 minutes on each school plan, noted any questions that they had and identified if the school plans met their expectations in the following areas:

- 1) Student Vision
- 2) School Vision
- 3) School Performance: Where is the School Now?
- 4) School Priorities

The following is the captured feedback, questions, and comments the session participants provided as they reviewed each area of the NELA School Plan Guide.

REVIEW OF PROPOSAL FOR PLANNING TEAM #1: NORTH EAST LEADERSHIP ACADEMY

The following is the captured feedback, questions, and comments the participants provided as they reviewed each area of the North East Leadership Academy (NELA) school plan. The participants' comments and feedback per area of the reviewed plan were also subdivided into themes.

Area One: Student Vision

The participants reviewing the plan for this team presented several themes for this area which included Academic Readiness, Student-Community Expectations, and Lack of Clarity.



Academic Readiness

During the small group discussion, and based on the amount of written feedback provided, session participants expressed that they wanted students to graduate school feeling prepared and academically ready as evidenced by the following comments.

- Que se le de prioridad al estudiante en el idioma ingles y matemáticas con los cursos rigurosos individualmente para estar al nivel de grado en estas dos materias. ***(I would like for English and Math to be given as a priority to the students, and for the courses given to them to be individualized and rigorous, so that they can be at the proficiency level for their class grade on these two subjects.)***
- I would like every single student to be successful in life, and for them to acquire as much knowledge so when they graduate they can be ready to go to a good university.
- Los estudiantes deben de ser motivados primero por los padres y luego por los maestros. ***(The students should be motivated first by their parents and then by their teachers).***

Student/Community Expectations

The following is the written feedback provided with a theme on student and community expectations, and how the plan will serve or be unable to serve those expectations.

- If students know that there is bullying during school, there is still going to be bullying in other schools, it's no different and it won't stop.
- It is hard for some students to demonstrate respect, harmony, etc. when they do not even show it to their parents. So how will they even respect teachers?
- No matter what school you go to there is bullying and racism will still be there. You can't stop it's obvious it's still there.
- Como va a cambiar la escuela si no hacen caso? Como los van hacer cambiar? ***(How is the school going to change if they (the school) does not listen? How can you make them change?)***
- The school already has SLC's which are working very well.
- You can never ensure a healthy ambient. Students each have their own personalities and you do not know how they react to one another.

Lack of Clarity

The participants conveyed that this plan lacked clarity as evidenced by the following comments:

- Que significa la palabra NELA. ***(What does the word "NELA" mean?)***
- Several participants commented: Define "proper nutrition".



- Why does this plan express things on this school as “half-hearted effort toward small school”?
- Define “differentiated instruction”.
- How could you demonstrate the importance of nutrition?
- You can talk the talk, but can you walk the walk? (Related to education)
- How many students does the NELA Pilot School plan to serve?
- What is meant by the “perfect teachings”?

Additional comments not related to any of the themes included:

- Be involved in the community, have good communication with teachers.
- (As a participant I have a) Problem with the word “pilot”.

Area Two: School Vision

Session participants also discussed in small groups and through written feedback the importance of a positive school environment, including school and student safety. The participants once again depicted through their feedback how the plan lacked clarity.

School Environment

The following is the written feedback provided on *school environment*:

- No matter what all schools would accept a student even though they’re bad or don’t have educational involvement but have a place for them.
- Even if you have colorful walls around campus it will not let us feel any different than if you had plain walls.
- Colorful walls do not make anything better.
- All schools welcome students, they’re not the first or last ones.
- The school will not have a warm welcome just like that, there has to be effort from the person too.
- All schools try the best to welcome students they are not going to be any different with that.
- A cualquier escuela que vaya un estudiante va estar seguro al menos que saquen a todos los estudiantes problemáticos per si hacen eso es discriminación. **(Students will feel secure at whichever school they go to unless they remove all problematic students but if they do they will be discriminating.)**
- Queremos un contrato entre maestros, estudiantes, y padres. **(We want a contract between teachers, students, and parents.)**



- Queremos ver hechos y que no quede en palabras y papel. **(We want to see acts and not have it just be words on paper.)**
- I would like this School to be recognized for their accomplishments and to become one of the best schools in Los Angeles.
- Job fair – how to seek a job or trade. Maybe to give them an idea of what their interests are in life.

Lack of Clarity

The participants conveyed that this plan lacked clarity as evidenced by the following comments:

- Que tipo de aprendizaje van a proveer? **(What kind of learning will you provide?)**
- Regarding changing the colors of the walls, what would colorful consist of?
- What kind of evidence does this plan have to say students don't feel secure in classrooms?
- How can the school create a better connection with the local feeder schools?
- What are advisories and gatherings? Student divisions?
- Have likeminded educators? How many?
- What is environmental stewardship?
- How are the students being prepared for work/college/the future?

Additional comment not related to other themes for this area included:

- I don't want the change.
- Que no haiga divisiones. **(We should have had divisions / We should not be divided)**
- They have to work together.

Area Three: School Performance: Where is the School Now?

During the small group discussion, and based on the amount of written feedback provided, session participants expressed how the school needed to improve its performance and also had several questions and comments because of the lack of clarity from the plan reviewed.

Need to Improve Performance

The following comments identified the theme of a need to improve the school performance.

- Help the weakest the most and the strongest the least, but still motivating them.
- No se esta cumpliendo con las metas, clases rigurosas, en ingles y matemáticas. **(The goals are not being met, rigorous classes, in English and mathematics.)**
- Hay mucho ausentismo escolares. **(There's too much school absenteeism.)**
- La escuela necesita mejorar mucho. **(The school needs to improve a lot.)**
- Estudiantes no se están graduando. **(Students are not graduating.)**



- It's not one of the worst schools but it's not one of the best either. I believe that the school should remain the same.

Lack of Clarity

The participants conveyed that this plan lacked clarity as evidenced by the following comments:

- How would graduation rate increase?
- How would we increase API?
- Como van a incrementar el nivel de graduaciones? (***How will you increase the graduation rate?***)
- How will this plan help?
- How will articulation with feeder schools be implemented?
- Where does your funding come from?

Additional Comments not belonging to the previously expressed themes for this section were:

- Bueno para mí académicamente, esta bien desempeñada. (***In my opinión, academically this is well constructed and delivered***)
- I heard Ms. Sweat, Mr. Lujan, and Mr. James' plan about a separate school and I strongly disagree with that. I am a student of Ms. Sweat and Mr. Lujan, I really do not understand how they can say their school will get higher test scores when Ms. Sweat does not even teach. Up to this day I have not learned anything.

Area Four: School Priorities

The two themes that were identified through the written and verbal comments were the participants not approving of dividing the school and a continued lack of understanding of the plan in behalf of participants.

The School should not be divided

During the small group discussion, and based on written feedback provided, session participants expressed that they did not approve of the divisions the school would undertake under this plan:

- It shouldn't separate or go against other schools when all of us students and all schools should just stay the same and not make any changes.
- We shouldn't compete with other schools.
- Why are you going to compete against the school when we can all work as one? You tell us group working is more beneficial so why not follow along?
- Why divide? They should all work together not divide into different schools.



Lack of Clarity

The participants conveyed that this plan lacked clarity as evidenced by the following comments and questions about the plan:

- How will we improve personalization with students?
- If this team is trying to use the SSC plan that happened 6 years ago, what makes them think it will work now?
- Como mejorara a los estudiantes este programa? (***How will this program improve the students?***)
- How will you get parents involved with our schools?
- Several participants wrote, “Define ‘building personalization’”
- I don’t understand what NELA means.

Additional Comments shared by participants not identified with the preceding themes were:

- Relevant activities perpetuate effective communication, reassessing our practices requires money.
- Seguridad para que los estudiantes no se salgan de la escuela una vez que han entrado por la mañana. Supervisión para que no brinquen las bardas y se vallan. (***We need security to ensure the students do not exit the school once they have entered it in the morning. We need supervision to make sure the students do not jump the fences and leave the school***)
- Que se mejore el currículo del estudiante para un alto rendimiento. (***We want the curriculum to improve in order to bring the proficiency level of students to a higher level***)
- Que se tomen las estrategias adecuadas para elevar el nivel educativo del estudiante. (***The plan needs to take the adequate measures to raise the educational level of the student.***)
- Apoyar al estudiante y profesor en todo. (***We need to support the student and teacher in everything***)

REVIEW OF PROPOSAL FOR PLANNING TEAM #2: FRANKLIN HS MATH, SCIENCE AND TECHNOLOGY MAGNET

The following is the captured feedback, questions, and comments the participants provided as they reviewed each area of the Franklin HS Math, Science and Technology Magnet school plan.

Area One: Student Vision

This area identified themes that included the need to construct an Environment of Higher Expectations for Students, Concerns over the plan's focus on the Magnet Program, and the approval of this area from many of the participants.

Environment of Higher Expectations for Students

The following is the written feedback provided by the participants on higher expectations for students. The written feedback showed that higher expectations are needed for students.

- Why are they only going to emphasize on math and science? We also need grammar skills, performing arts, etc.
- Entonces quiere decir que las demás materias no importan? ***(So that means that the other subjects don't matter?)***
- I think there needs to be little more involvement from the teachers.
- Students need more motivation.
- Students should have the right to focus in other subjects
- Los estudiantes al cambiar el plan de estudio van a creer que no son capaces de pasar los exámenes y las clases en general. ***(When the study plan changes, students will believe that they are not capable of passing tests and classes in general.)***
- Que los consejeros se enfoquen en como mejorar el aprendizaje del estudiante en cada comunicación. En lugar de comunicación personales que le corresponden al padre/hijo y no el consejero. ***(Counselors need to focus on bettering the students learning in every communication they have. Instead of having personal conversations with them that belong to the parent/child to have, not the counselor.)***

Focus only on Magnet Program

The following is the written feedback provided on concerns over the focus on the Magnet School. The feedback from participants showed a concern with a plan that they sensed "focused solely on magnet students" rather than provided supplemental support to the entire school's current structures.



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- I don't see how this will help the whole school. I think it's still focusing in just on the magnet program.
- I feel they only care about magnet students and not the other children.
- I am a non-magnet student. I do not believe this plan because I believe it's discriminating the non-magnet students. What's going to happen to us?
- Are they going to kick out the non-gifted student, the ones that have a hard time at school? Discipline is not enough for all you can't change.
- Que va a pasar con los estudiantes que no están en Magnet? Los van a correr? (**What will happen with all the non-magnet students? Will they be thrown out?**)
- Does not describe or tell what's going to happen to all the non-magnet students?

Approval of Vision

The following is the written feedback provided by participants who agreed with the student vision of the plan that was presented. The written comments showed an approval of this portion of the presented school plan.

- I like the academic method.
- I like the independent thinking and solving.
- Great!
- Excellent description of student expectations and performance. Clear concise vision good focus on post-secondary education and workforce prep beyond high school.
- Me gusta la forma que estudian. (**I like how they study- referring to students**)
- Meets my criteria.
- Best plan... enough said.

Area Two: School Vision

The main theme for this area of the plan was the ongoing concern for the non-Magnet students.

Concern for Non-Magnet/Non-Overachieving Students

There was a concern from participants on how implementing this plan would affect the rest of the Franklin High students who are currently not classified as magnet students.

- What would happen with the other students? Would they move to other schools?
- What if the students can't master those learning skills? What if they aren't smart enough to meet the high expectations? They "believe in high expectations: but some students aren't able to meet them.
- Y si los estudiantes no pueden responder a las expectativas necesarias? (**What will happen if the students cannot respond/meet the expectations?**)
- Que tan pacientes serán los maestros con los alumnos que no avancen al nivel de la mayoría de los estudiantes? (**How patient will the teachers be with the students that are not able to advance at the speed of the rest of the students?**)



- Even now certain magnet students look down at other SLCs just because they are “magnet”.
- High standards established for students and articulated to parents and students. Good foundation based on project based learning education.
- They shouldn’t discriminate on other students who are not magnet. Only because the magnet students are in higher classes it doesn’t mean other SLCs are not able to succeed and get high scores on tests or in something else.
- I don’t see a school vision at all. It is still focusing on magnet they are a separate program already. I don’t see how it will improve the rest of the school.

Additional Comments not part of the overall themes

- Que la escuela monitoree una conferencia efectiva entre el padre y consejero. ***(The school should monitor to ensure effective conferences between parents and counselors)***
- Creo que cualquier escuela trabajando en conjunto con padres, maestros, y estudiantes hacen un estudiante exitoso. ***(I believe that any school working in coordination with parents, teachers, and students create a successful student)***
- No matter what all schools would accept a student even though they’re bad.
- I was from another small learning community and they felt like a family. They are the same as other SCLs.
- I like how it prioritizes and gets to the point.
- Creo que este programa va a incrementar más en sus calificaciones. ***(I believe that this program will improve the student’s grades)***
- Meets my criteria.
- Great statistics, great vision and ideas. Knowledgeable on what they want. Best situation for students.

Area Three: School Performance: Where is the School Now?

This area was divided into the themes of concern for the non-magnet students and a need to improve student outcomes.

Concern for Non-Magnet/Non-Overachieving Students

During the small group discussion and based on the amount of written feedback provided, there was a concern from participants on how implementing this plan would affect the rest of the Franklin High students who are currently not enrolled as magnet students and/or students who do not perform to the high standards of the Magnet School. Here were the comments gathered:

- Magnet only has the “smart” and “gifted” student. They have no students that aren’t in honors program. In my opinion, I believe that magnet discriminates on other students.



They look down on us non-magnet students like a lower class. These “percentages” are high on magnet because they pick their students.

- How does this apply to all 1700 students?
- The magnet program seems to be doing well. But how about the rest of the 1400 students at FHS?

Improve Student Outcomes

Session participants also discussed the importance of continuing to improve student outcomes. The following is the written feedback provided on student outcomes:

- Necesita supervisión para los estudiantes durante los horarios de clases. ***(The school needs to provide supervision of the students during all the classes.)***
- Mejorar en las áreas que necesitan comunicación más profesionalismo con respeto a los estudiantes y con los padres. ***(The school needs improvement in the areas of communication, professionalism, and respect towards the students and parents)***
- Great student measurement of success! Shows that the magnet program is doing education right. They are exceeding school, LAUSD, and CA’s API.
- Definitivamente creo es un buen programa para esta escuela. ***(Definitely I believe this is a good program for this school.)***
- Magnet is doing great, their performance is up, and it has always been. There is no reason why magnet should not become a school.
- The school has to improve in all area without breaking the school down into three different schools. I don’t think this will be the answer because it’s not going to make any differences.

Additional Comments not part of the themes

- I like how they identify areas of strength and specific areas of improvement.
- No tengo interés en la escuela magnet. ***(I’m not interested in the magnet school.)***
- FHS also has teachers and staff that cares and helps students graduate.

Area Four: School Priorities

This area once again demonstrated a theme of concern for the non-magnet students.

Concern for Non-Magnet Students

During the small group discussion, and based on the amount of written feedback provided, there was a concern from participants on how implementing this plan would affect the rest of the Franklin High students who are currently not enrolled as magnet students.

- All students are able to meet their A-G requirements regardless if they’re in magnet.



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- Estudiantes si pueden hacer lo posible para pasar. No es por estar en magnet. ***(The students can do what is necessary to pass (to graduate/passing scores on tests). It is not only about being in the magnet program)***
- How does this apply to all 1700 students?
- Meets the criteria but how does this work for the rest of the FHS? Can these 65 additional slots be from other FHS academies?
- All students can get their A-G requirements and it doesn't mean only magnet students can get the chance because other SLCs can do it.
- I don't think it's the priority for the school. They are just looking after their program, but what happens to all 1,300 students?

Additional Comments that were not part of the main theme

- Aplicar todas las asignaciones que están especificadas en el plan. ***(Apply all assignments that are specified in this plan.)***
- Students do well when they have a counselor. There needs to be a stop to the budget cuts.
- Seguir el plan académico con evaluaciones enfocando en las prioridades, lectura, disciplina en el salón de clases, y expectativas altas con cambios necesarios en matemáticas y lectura. Tener contratos entre la escuela, estudiantes, y padres. ***(Follow the academic plan with evaluations focusing on priorities, reading, classroom discipline, and high expectations with necessary changes in math and reading. Have contracts between the school, students, and parents.)***
- How to increase institutional support? How to work with feeder schools? Great foundation priorities equals to improvement. Instructional support, creating partnerships, FHS agreements within campus.
- Este programa mejorara la escuela. ***(This program will make the school better.)***
- This plan will let the whole school in general see the reality and will help improvement.
- No hablaron claro disfrazan las cosas. ***(They didn't speak clearly and they hide things.)***
- Make the school a Magnet! Great expectations! Great plan! Make this plan happen!



REVIEW OF PROPOSAL FOR PLANNING TEAM #3: FRANKLIN HIGH SCHOOL

The following is the captured feedback, questions, and comments the participants provided as they reviewed each area of the Franklin High School plan.

Area One: Student Vision

The theme identified in this area of the review was the need for academic readiness.

Academic Readiness

During the small group discussion and based on the amount of written feedback provided, session participants discussed the importance of students being prepared academically for life after high school. The following is the written feedback provided on *academic readiness*:

- College and career ready. How do we get there?
- “All students need to be college and career ready”, not all of us are going to college, but it is helpful they are willing to help each individual. Even if they want to persuade something else.
- Que todos los estudiantes que no estén al nivel académico proporcionar la ayuda individual en ingles, matemáticas y ayudarlos a alcanzar nivel académico en todas áreas. ***(The school should provide the necessary help to all students that are not currently at their grade level of proficiency in English and Math and help them reach their academic level in all areas)***
- Many students get the chance to find out more about college.
- How can these skills be done properly?
- Makes a lot of sense. College and career ready, how?

Additional Comments not part of the main theme

- I am not sure about this school vision.
- I think if parents participate more they can really change. I think money needs to be used wisely and there needs to be more.
- Si se le comunica al estudiante el plan a seguir en las clases y se le comunica a los padres como trabajarán los maestros puede ayudar mucho. ***(If it is communicated to the students how this plan will be implemented in the classrooms and if it is also communicated to the parents how to work with the teachers it would help a lot.)***



- Me gusta la claridad con que se expresaron y como ayudarían a los estudiantes a lograr sus metas. ***(I liked the clarity with which they expressed themselves and how they expressed how they would help the students to achieve their goals)***
- Would that help with the student's education?

Area Two: School Vision

This area was reviewed by participants and through their feedback several themes for the need of academic support was identified.

Academic Support

Session participants also discussed in small groups and through written feedback the importance of students and parents receiving support from the school and teachers. The following is written feedback provided on academic support.

- Needs my criteria.
- I agree with what they wrote, they learn best when they believe they are valued. That's the support they need.
- They are very supportive and have many pathways for us students to be successful.
- They are really supporting and still want to support any student. They show a way to work together.
- We should personalize the plan, everyone working together.
- Se necesita mucha comunicación entre padres y maestros especialmente nosotros los padres tenemos que tener más participación. ***(There is a need for a lot of communication between parents and teachers, especially we the parents need to have a lot more involvement.)***

Additional Comments not part of the main theme

- Define "outlet" and how does that make parents feel comfortable on campus?
- I feel this will not change the school and 6 more years will go by and the same questions arises again, what should we do to improve? I feel this isn't the way to go. FHS has to go through change, deal with it. Suck it up!
- I think money needs to be used more wisely, hire more qualified teachers, and let go of the ones who are not qualified to teach our students.
- Mantener el orgullo y tradición. Trabajando, colaborando, comunicando, conectando padres y buscando la ayuda necesaria para corregir tantos problemas. ***(Maintain the pride and tradition. Working, collaborating, communicating, connecting parents and looking for necessary help to correct so many problems.)***
- Este plan tiene muchas cosas buenas y no disfrazan las cosas y eso es bueno. ***(This plan has many good things and they don't hide things which is good.)***



Area Three: School Performance: Where is the School Now?

There was no theme identified through the verbal and/or written feedback. The following were the points recorded for this area of the plan review:

- How has the budget impacted FHS and what avenues or resources can we use?
- I agree with the explanation that they wrote of students feeling connected to caring for FHS's tradition.
- They are uniting everyone and getting them involved in the issues and academic education.
- It does not clearly state the strengths and weaknesses and how to improve them.
- No me convence. ***(This plan does not convince me.)***
- Not very good, that's why we want to see a change.
- Estamos en un tiempo de cambios. Con la ayuda de todos colaborando, escuela, estudiantes, padres buscando en cuales áreas necesitamos responsabilidad en el contrato que existe no se papel y palabras y necesitamos acción. ***(We are in times of change. With everyone's help and collaboration between the school, students, and the parents searching for areas of responsibility within the contract, that I believe exists, for a role and need for action.)***
- Se necesita mucha comunicación entre padres y maestros especialmente nosotros los padres tenemos que tener más participación. ***(There is a great need for communication between parents and teachers especially we the parents need more involvement.)***
- I believe the way FHS is now good. My son has good grades and excellent teachers that are very caring.
- Creo que este plan hará cosas buenas. ***(I believe this plan will create/bring about good things.)***
- Things on this plan make things good.

Area Four: School Priorities

There was no theme identified through the verbal and/or written feedback. The following were the points recorded for this area of the plan review:

- Save FHS and let's get our students to #1.
- It meets my criteria.
- "We will enhance the strengths of the SLCs", they are willing to get stronger and that's great.
- They accept anyone in any activity.
- Teachers should be able to have a closer relationship to the students to gain more opportunities.
- Disciplina en el salón respeto a las reglas, evaluar programas, comunicación, talleres para padres que benefician y ayudan a las familias. ***(We need discipline in the***



classroom, respect towards the rules, evaluation of programs, communication, and workshops for parents that can benefit and help families.)

- Aplicar todas las asignaciones para los estudiantes todos los planes que están considerados. ***(We need to apply all the academic goals/classroom goals for the students and all the plans being considered.)***
- Este plan habla caro y no habla de opciones ni de separar la escuela es bueno que piensa en todos los estudiantes por igual. ***(This plan speaks clearly and does not mention options nor splitting the school, it is a good thing that this plans things the same of all the students)***
- This plan gives plans and not opinions.



Session 3 Report – Dialogues with Planning Teams

There were three teams engaged separately in dialogues with the participants. Each dialogue report is divided into 3 sections: 1) The Planning Team Presentation, the 2) Q&A time and the 3) Suggestions/Comments that were shared during the dialogue.

DIALOGUE WITH PLANNING TEAM #1: NELA (North East Learning Academy)

Section One: Planning Team Presentation

The team provided session participants with a quick summary of their plan. A bilingual copy of the summary was provided to each of the participants. Brian James, Jami Anderson, Rick Lujan spoke on behalf of the team and described the school plan. Mr. James went over the expectations they had for the students of Franklin. This presentation included the following highlights:

- I. Mr. James talked about the goals they had and spoke about creating students that will become Socially Conscious and Responsible Citizens.
 - a. He brought up the story of a past student who went through a school with a similar structure to the NELA school plan.
 - b. He mentioned that the student is in the armed forces and has received a bronze medal. Mr. James attributes this young mans' success to the personalized education he received in high school.
- II. Mr. James explained that in their school plan students will become Effective Communicators
 - a. They would convey ideas, concepts and strategies using a variety of communicative skills.
 - b. They would also be able to read, evaluate and interpret a wide variety of materials.

It is important to note that the NELA planning team was not able to complete their entire presentation because they went over their allotted time.

Section Two: Questions and Answers

The following were questions directed to the team after sharing their presentation:

1. **A participant commented:** "I am a FHS alumni, class of 1970. Not all students are looking to go into a higher education. The school should focus on giving vocational or technical training to those students to help them compete with the real world."
Answer by Mr. James: Our goal is to create lifelong learners and teach that culture here.



For 6 years we wanted to change things at FHS. We saw that test scores were down; however, many teachers were against it.

2. **A participant commented:** “You talk about changing the culture, but I believe that culture starts at home. You need to focus on students’ academics, not character or morals.”

Answer by Mr. Lujan: School culture has been lost. We have to fight to bring that (high academic standards) back to the school.

3. **A parent commented:** “I am also an alumni of FHS, class of 1982. We didn’t have these problems before. Why is it necessary to tear up the school and create little academies?”

Answer by Mr. James: We haven’t been able to get 70 teachers on the same page. We are not successful when everyone’s not on the same track.

The parent replied: “I’ve seen teachers who are dedicated and committed working to make things better here at the school”

Answer by Mr. James: Not all teachers are willing to make things better. There were teachers who were against the block schedule because they liked it the way it was.

4. **A student asked:** “Where will you get the new teachers from, will teachers have to go? Will new teachers have to agree to your plan?”

Answer by Mr. James: Teachers will be replaced if they do not agree with the NELA school plan. We want teachers dedicated to improving things here at FHS.

At this point, the time for questions/answers expired.

Session 3 Report – Participant Feedback Form Responses

PARTICIPANT FEEDBACK FORM NARRATIVE & RESPONSES

PLANNING TEAM #1: NORTH EAST LEARNING ACADEMY

Total forms: 37

1. Student Vision	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the skills and knowledge that students will gain to be prepared for the next level of learning.	17	13	6	1
The writing team has clearly identified what students will know, understand, and be able to do when they leave this school.	16	13	4	1
TOTALS PER COLUMN	33	26	10	2



Written feedback from participants on this section:

1. There wasn't as much info that explained the parts.
2. I wasn't informed as much. There wasn't much to explain.
3. Not much info. They got into story of formal students and wasted valuable time.
4. Stick to education
5. Really bad explanation/presentation. I still don't get the picture of the vision.
6. Needs better explanation to further get idea. Felt like a bunch of "B.S." and seems like it wants to create more bureaucracy to give people power.
7. I think all this can be implemented without changing the school at all. Students will achieve if they want to.
8. As a student, I feel like it's the student's choice to get that extra help if he/she needs it and I know that every teacher will help a student if they need it.
9. It sucks. Doesn't meet the goal. They need to answer the question right and not go around in circles.
10. The planning team needs more time to answer questions further.
11. I don't agree. Questions were being asked and they weren't answered.
12. Parent's participation.
13. Este plan habla de muchos cambios, pero no dice de donde obtendrán los fondos para realizarlos. **(This plan talks about a lot of changes, but doesn't say where they will obtain the funding to achieve them.)**
14. This plan talks about students going to army or university, but what would this do to help our students and where are they going to get the money?
15. Culture is taught at home it is hard for teachers to get through to students.
16. Did not discuss how they could use their academics to give career or college directions. Why didn't NELA work 6 years ago?
17. Teachers need to have vision to be able to support the student in their school subjects.
18. Que es la prioridad a los estudiantes en el idioma Ingles y en matemáticas? Con cursos rigurosos e individualmente para estar al nivel de grado en esta materia. **(What is the priority for the students, is it English and Math? Is this plan going to achieve that with rigorous and individualized offerings to be at grade level proficiency on those subjects?)**
19. Los estudiantes se les tiene que dar prioridad en el idioma Ingles y matemáticas con cursos rigurosos para estar al nivel de grado y sean competitivos. **(We need to have a priority for the students on the subjects of English and Math with rigorous courses so they can be a grade level proficiency and become competitive.)**

2. School Vision	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team has identified what the school culture will feel like for parents and students.	18	11	8	0



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The writing team has identified what the school must do to make sure that all students are successful and prepared to go to the next school level and beyond.	19	12	6	0
TOTALS PER COLUMN	37	23	14	0

Written feedback from participants on this section:

1. There wasn't much explanation due to the time and talking about things over again.
2. Not much info. They didn't explain how they are going to get parents involved with their students.
3. Stick to education.
4. I think the school can do better. They can have better teachers but without changing the schools.
5. What does culture have to do with education?
6. Tired of finger pointing, hearing how the teachers and faculty do not care and will not come on board. We want solutions.
7. El estudiante necesita tener confianza complete para preguntar cuando tiene duda alguna. El maestro tiene que dares el todo como maestro. Paciencia, serenidad, paz y que no tengan preferencia etnica. ***(The student needs to have complete trust to ask when he/she has doubt. The teacher has to give everything he/she has to his/her role. Patience, serenity, peace and don't have racial/ethnic preferences.)***
8. Queremos un contrato entre el maestro, estudiante, y padres. Ver hechos y no palabras y en papel. Seguimiento y evaluación reforma efectiva. ***(We want a contract between the teacher, student and parents. We want to see action/follow through and not words on papers.)***

3. Student Performance: Where is the School Now?	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified areas within the school's performance that highlight areas of strength.	23	6	3	2
The writing team identified areas of concern where growth is needed.	14	11	7	1
The writing team demonstrated a thorough analysis of data to address the needs of all student groups.	20	9	2	0
TOTALS PER COLUMN	57	26	12	3

Written feedback from participants on this section:

1. No se cumplieran metas, sin clases rigurosas, mucho ausentismo escolar, estudiantes no gradúan. ***(We will not achieve these goals, without rigorous classes, too much absenteeism,***



students will not graduate.)

2. These used to be standard skills taught in LAUSD from grades K-12.
3. Actually it seems like Benjamin Franklin is not a school. Reactive instead of proactive.
4. Students will perform on the level they want to. If they will look for the extra help they will get it from the teachers because most teachers are willing to help.
5. Stick to education.

4. School Turnaround: School Plan Priorities	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the top priorities for the school to improve student achievement.	17	14	4	0
The writing team clearly demonstrated that they know where the school is now and what needs to be done to get to the school of the future where all students are high achievers.	12	14	5	2
The writing team identified various strategies that will be used to ensure the success of students.	18	11	4	0
The writing team identified support that is needed for their faculty and staff to turnaround the school.	19	9	4	1
TOTALS PER COLUMN	66	48	17	3

Written feedback from participants on this section:

1. Stick to education
2. If they want to turn this school around it could be done without breaking the school down.
3. The team suggests to get rid of teachers who are not meeting the expectations. Bring in their teachers and get rid of Franklin teachers. NO BUENO.
4. Needed more information from them.
5. I do not agree on them bringing in their own teachers. I still do not understand what will happen to the staff. Will it split? Will it bring new people? How could it work?
6. Que mejore currículo del estudiante. **(We need a better curriculum for the students.)**
7. Necesito entender un poco más acerca de los cambios. Si consideraría mucho este plan u otro. **(I need to better understand these proposed changes. This would help me greatly consider this plan versus another.)**

Dialogue with Planning Team #2: Franklin HS Math, Science and Technology Magnet

Section One: Planning Team Presentation

The team provided session participants with a quick summary of their plan. A bilingual copy of the summary was provided to each of the participants. Maegan Williams, Ms. Garcia, and Mr. Mayorga spoke on behalf of the team and described the school plan. Mrs. Williams went over the expectations they had for the students of the Magnet School at Franklin.

- I. The plan discussed their goal in creating an environment of learning and growth focusing on math, science, and letters.
 - a. Shift the way students learn.
 - b. Implement the scientific method
- II. The plan detailed the scientific method (make an observation, ask question, form a hypothesis, conduct an experiment, and accept/reject hypothesis.)
 - a. Allows students to effectively solve problems.
 - b. Can be implemented in all areas of life.
- III. Mrs. Williams went over the 21st Century Skills outlined in the school plan.
 - a. Communication
 - b. Collaboration
 - c. Critical thinking
- IV. The team went over statistics and test scores of the magnet center's students and the benefits of maintaining such high scores.

Section Two: Questions and Answers

The following were questions directed to the team after sharing their presentation:

1. **A participant commented:** I am grateful for what you do for your students. What will you do to support the rest of the 1700 students?
Answer by Mrs. Williams: Unfortunately we can only speak about the plan for the Magnet program. We cannot discuss other school plans.
Additional Answer by Mr. Mayorga: We're creating a plan that will address students' needs. We currently have non-magnet students in our magnet classes and our goal is to raise the standards for those students too.
2. **A student commented:** The way I have seen it, we tried to access some of the magnet classes and were denied. We were denied even though the class only had 10 students in



the class. I feel like the magnet academy looks down on non-magnet students.

Answer Ms. Williams: That is not the mentality of the entire magnet center's staff. If there are issues, you can talk with the office and speak with them directly.

3. **A student commented:** Will test scores for Franklin HS become lower because of the change if the magnet students are separated?

Answer by Mrs. Williams: The magnet academic scores are included with the entire school's scores. FHS will see the reality of their student's test scores.

4. **A parent asked:** How will the magnet school support FHS's non-magnet students?

Answer by Mr. Mayorga: The magnet center's teachers are always open to teaching non-magnet classes. Our teachers have created a community; this change will open the doors for more opportunities.

Additional Answer by Ms. Williams: Our magnet students also contribute to the school in other ways. For example, they are part of the sports teams and clubs. Our emphasis is for students to be active participants in school and their communities.

5. **A parent asked:** Can you simplify to show that this plan isn't a division?

Answer by Mrs. Williams: The only division will be in the test scores. I want to let you know that the magnet program was forced to create a school plan; it's something that we had to do.

6. **A student asked:** Won't this change create fewer opportunities for us [non-magnet] students?

Answer by Mrs. Williams: Many of the actual changes won't be visible. It will mainly change in the paperwork and classification of the magnet center. All teachers, coaches, and classes will stay the same. We will offer more seats to students.

7. A parent commented, **"I don't feel the need for FHS to be divided into 3 different academies. Where is all the funding going now?"**

Answer Ms. Williams: We don't know where the funding is going. We have to fight to see where the budget is going. We want to make this school a better place.

Answer Ms. Martinez: We want to strengthen each other. Our plan is not to separate ourselves from other teachers.

Answer Mr. Mayorga: We will divide and share classes. We can't deny any class to students.

Answer Ms. Williams: Currently, our separation is recognized on a district level, this change will allow us to be recognized on a state level.

Session 3 Report – Participant Feedback Form Responses

PARTICIPANT FEEDBACK FORM NARRATIVE & RESPONSES

PLANNING TEAM #2: FRANKLIN HS MATH, SCIENCE AND TECHNOLOGY MAGNET

Total forms: 31

1. Student Vision	Does Not Meet My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the skills and knowledge that students will gain to be prepared for the next level of learning.	12	6	6	7
The writing team has clearly identified what students will know, understand, and be able to do when they leave this school.	9	10	6	5
TOTALS PER COLUMN	21	16	12	12

Written feedback from participants on this section:

1. I don't see how these changes will benefit the rest of the students. In order for our student to benefit we need to be teaching the whole school at the same level.
2. Same old stuff that magnet has always had.
3. Magnet has the best students and they did a good job, but will their methods meet the non-magnet students' needs? Will class choice for magnet student's decrease as they become a separate school FHS? Can Magnet students take classes from other academies?
4. We do not understand how this solves FHS's problems with the scores across the board.
5. Lo que a nosotros los padres nos preocupa son a nuestros hijos en lo académico y que tengan maestros eficientes. Sé que su trabajo no es fácil porque hay estudiantes que no les importa la escuela pero esta división les puede afectar a los que en realidad quieren superar. ***(What worries us as parents are the academics for our children. We want them to have efficient teachers. I know that your job is not easy because there are students that do not care about school but this school division could affect those students who really want to improve.)***
6. If they are willing to break off we need more academic structure. They should learn since they are magnet.
7. Thank you for sticking to education.
8. Why do they expect to have all magnet students? They should accept every student for who they are.
9. Best plan.



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10. Where will you get the funds to become a school?

2. School Vision	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team has identified what the school culture will feel like for parents and students.	10	11	6	4
The writing team has identified what the school must do to make sure that all students are successful and prepared to go to the next school level and beyond.	13	8	5	3
TOTALS PER COLUMN	23	19	11	7

Written feedback from participants on this section:

1. Our school could improve by just getting new teachers who are highly qualified to teach the students.
2. Same stuff.
3. Will magnet alter students' beyond the bell activities by becoming an independent school? For example, football team, marching band, etc. Will they allow students to join FHS teams, bands, etc.?
4. Why is this presented as a benefit to all 1700 students?
5. Thank you for sticking to education.
6. There shouldn't be any changes, keep FHS the way it is.
7. Best Plan.
8. The school should be the same.

3. Student Performance: Where is the School Now?	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified areas within the school's performance that highlight areas of strength.	12	7	7	4



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The writing team identified areas of concern where growth is needed.	10	12	4	4
The writing team demonstrated a thorough analysis of data to address the needs of all student groups.	9	13	4	4
TOTALS PER COLUMN	31	32	15	12

Written feedback from participants on this section:

6. Did not like the plan.
7. Best plan.
8. It's not fair for students who aren't magnet and who would still want to continue with FHS.
9. Thank you for sticking to education.
10. I love magnet, but the plan does not address needs of all students.
11. What is the plan for improving poor performance?
12. Results are b.s. all students in the magnet program are selected.
13. I don't think they are performing where they should but it's because of the poor teaching. If they get new teachers without changing the school that would be fantastic.

4. School Turnaround: School Plan Priorities	Does Not Meet My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the top priorities for the school to improve student achievement.	12	10	4	4
The writing team clearly demonstrated that they know where the school is now and what needs to be done to get to the school of the future where all students are high achievers.	12	7	7	4
The writing team identified various strategies that will be used to ensure the success of students.	7	13	6	4
The writing team identified support that is needed for their faculty and staff to turnaround the school.	11	12	3	4
TOTALS PER COLUMN	42	42	20	16

Written feedback from participants on this section:

1. Did not like the plan.
2. It's discriminating on the rest of the academies/students. We should all be treated equally.
3. Many students decide to plan for college not only magnet.
4. Thank you for sticking to education.



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5. Does not address all students' needs, only magnet.
6. Good work.
7. Same old stuff. Feels like the magnet teachers want to escape from FHS's problems. Feels like they see all people as a grade.
8. It could be done if everybody works together and if the teachers get enough training.



Dialogue with Planning Team #3: Franklin High School

It is important to note that during the 3rd planning team's presentations a number of participants had left due to the meeting going over time.

Section One: Planning Team Presentation

The team provided session participants with a quick summary of their plan. A bilingual copy of the summary was provided to each of the participants. Monica Whalen and Principal Madrigal spoke on behalf of the team and described the school plan.

- I. The team discussed their vision for students.
 - a. Graduate college and career ready.
 - b. Positively change community.
- II. The team discussed their vision for the school.
 - a. Have a sense of belonging in the school.
 - b. Plug into extra-curricular activities.
 - c. Create personalization with teacher/instructor.
- III. The team discussed their 100 years 100% goal.
 - a. FHS's 100 year anniversary.
 - b. Have a 0% drop-out rate for this year.
- IV. The team discussed how they wanted to strengthen SLC's.
- V. The team discussed how all teachers would be required to give a little "extra".

Section Two: Questions and Answers

The following were questions directed to the team after sharing the different sections:

1. **A parent asked:** Why is there currently a 50% drop out rate?
Answer by Mrs. Whalen: Our drop out used to be at 70% and now we're at 50%. We believe students drop out of school because they feel classes are too challenging and they fall behind in the class. Once that happens they believe they can't keep up and give up. I teach a class where 97% of the students are failing. I push students and encourage them but that is not enough. There needs to be support from parents and the community.
2. **A student commented:** There needs to be more job/technical trainings for students so they could be job ready when they leave school.
Answer by Mrs. Whalen: I agree, however, the district has made a lot of cuts and cut many of the programs that we had.
3. **A parent commented:** There needs to be better communication between the school and parents. Parents didn't receive calls from the school for conferences or these meetings.



Answer by Mrs. Whalen: The school is not perfect. But there were calls made for this session by the school, LAUSD, and parent volunteers. If a parent wasn't contacted perhaps we have a wrong number on file.

Additional Answer by Principal Madrigal: Part of the school plan includes a communication component. We want to improve in that area.

4. **A parent commented:** Change is good; we have to accept change and face the numbers.
Answer by Principal Madrigal: Change is good and challenging. And it's because of the reality of the numbers we are being forced to change.
5. **A student commented:** What I like about this plan is that it treats all students equally. If we are not together we won't succeed.
6. **A parent asked:** How will this plan benefit the magnet center?
Answer by Principal Madrigal: It will allow us to include another assistant principal and office worker. The magnet center has been a good example on the school and we want to implement much of what the magnet has done with their center.
7. **A parent commented:** To make this plan work we need to involve students. What are we doing to rally the support from not only parents but from students?
Answer by Principal Madrigal: We want to plug the holes where many of the students have fallen through. We want to create advisories where students become accountable for fellow students. These advisories will show students what can be accomplished by graduating.
8. **A student commented:** Communication *is* a key. We created a club by speaking to the necessary people. Students and parents need to be involved and actively participating in order for plan to be successful.



Session 3 Report – Participant Feedback Form Responses

PARTICIPANT FEEDBACK FORM NARRATIVE & RESPONSES

PLANNING TEAM #3: FRANKLIN HIGH SCHOOL

Total forms: 28

1. Student Vision	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the skills and knowledge that students will gain to be prepared for the next level of learning.	1	6	9	13
The writing team has clearly identified what students will know, understand, and be able to do when they leave this school.	1	6	6	14
TOTALS PER COLUMN	2	12	15	27

Written feedback from participants on this section:

1. I want students to be successful; I think they need to be given all the support possible from teachers and other students.
2. Keep FHS the way it is. If a student wants to go to college they will always be able to find help.
3. Even if the student wants to pursue another career besides college, they will be able to get help.
4. In order for a school to run, there has to be equal treatment for all students and accept each student for who they are. That's why I like this plan.
5. I want my son to be college and career ready. Offer more technology and more budgets for improvement.
6. I loved the description.
7. Information was clear.

2. School Vision	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team has identified what the school culture will feel like for parents and students.	1	5	10	13



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The writing team has identified what the school must do to make sure that all students are successful and prepared to go to the next school level and beyond.	0	7	8	12
TOTALS PER COLUMN	1	12	18	25

Written feedback from participants on this section:

1. It's great because they are thinking about the whole school and not just one specific group.
2. This plan is good, the magnet one is not.
3. I'm a FHS student and I agree with this plan because with the help that any student can get we could stick together and work together and treat each other equal regardless of which SLC we're in.
4. The school would be a big family where students would want to be in every day. It will encourage people to be successful.
5. Clear plan which was better than other plans presented.
6. Good plans for the whole school.

3. Student Performance: Where is the School Now?	Does Not Meet My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified areas within the school's performance that highlight areas of strength.	2	4	14	10
The writing team identified areas of concern where growth is needed.	2	4	10	14
The writing team demonstrated a thorough analysis of data to address the needs of all student groups.	2	3	12	10
TOTALS PER COLUMN	6	11	36	34

Written feedback from participants on this section:

1. I liked everything that this plan has to say.
2. I think this plan will ensure the success of the kids.
3. There are good skills and plans for improving the school. They are greatly concerned in communication and figuring out better ways to notify one another.
4. I agree with this plan because they wouldn't give up on any student if they're behind. It gives them more chances to continue towards a better education.
5. If students are under performing and if teachers have all the materials needed to help students,



it will equip them to be successful in life.

4. School Turnaround: School Plan Priorities	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the top priorities for the school to improve student achievement.	2	4	14	10
The writing team clearly demonstrated that they know where the school is now and what needs to be done to get to the school of the future where all students are high achievers.	2	3	12	13
The writing team identified various strategies that will be used to ensure the success of students.	2	4	12	11
The writing team identified support that is needed for their faculty and staff to turnaround the school.	2	5	7	15
TOTALS PER COLUMN	8	16	45	49

Written feedback from participants on this section:

1. Need more career training, fire the dean, and hire a teacher.
2. Information was given and plan sounds good.
3. Franklin may not be perfect but this is a plan that will show every student that it sure can improve and will improve if this plan passes.
4. They need more resources to be able to help the students. If the district gives more money for the school and to be used for the students and not in necessary things.