



SESSION 2 REPORT – SCHOOL PLAN PRIORITIES

NAME OF SCHOOL: FRANKLIN HIGH SCHOOL

DATE OF SESSION 2: 10/17/12

NAME OF ORGANIZATIONREPORTING: Building Skills Partnership

NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION: JUAN CARLOS VENEGAS

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10/22/12

• **INTERPRETING DATA AS A STEP TO BUILD HIGH OF LEARNING**

Part One- Interpreting Data

During this part of the session, the participants reviewed the School Report Card for Franklin High School. The Report Card covered the school years 2009-2010 and 2010-2011. After going over what the data meant, the facilitator then asked the participants to be divided into several group (four different groups).

The participants were divided into four different focus groups.

- 1. Learning Environment**
- 2. Student Groups**
- 3. Readiness**
- 4. Progress**

***This meeting was scheduled from 5pm – 7pm; however, the meeting did not start until 5:30 pm. This resulted in some of the parents to question the preparedness of the PSC staff and one of the parents in the meeting expressed his concern with the late start time with the PSC staff with the following comment:**

“We are role models and we need to be an example for our children. We all have things to do and our time is valuable. We need to start these meetings on time.” Note: The equipment was not available when the PSC team arrived. PSC team member assured the parents that the next session will start on time.

GROUP ONE: LEARNING ENVIRONMENT

The following are the data points reviewed by the participants and their feedback, both written and verbal, for each. This group reviewed the Student Suspension Rate and Student Attendance.

a) Students suspended one or more times

2009-10	2010-11	LAUSD Average
7%	8%	6%

The following are the written and verbal feedback for this data point:



- When students are suspended they miss school and class
- Causes students to fall behind
- Franklin misses out on funding
- High suspension rates means that students are misbehaving
- This means that students don't care
- Behavior issues start at home
- Students need additional support
- Students are not motivated
- This is becoming a large issues as the suspension rate has increased from the prior year
- Suspended students miss valuable class time; they also begin to fail their classes; they miss exams; and overall they are not prepared for the next level
- Parents can't control student behavior

b) Students with 96% or higher attendance:

2009-10	2010-11	LAUSD Average
51%	53%	56%

The following are the written and verbal feedback for these data point:

- Students don't care about the consequence of losing valuable instruction time

GROUP TWO: READINESS

There were two groups that provided analyses of different data points. The following are the data points reviewed by the participants and their feedback, both written and verbal, for each. These groups reviewed achievement in A-G courses, achievement in ACT/SAT scores, and achievement in Advanced Placement courses.

Readiness Group 1

a) Achieve a "C" or better in all A - G courses:

	2009-10	2010-11	LAUSD Average
Graduated passing all A-G courses with a "C" or better	26%	28%	25%
Students on track to complete A-G requirements with a "C" or better	24%	23%	27%

The following are the written and verbal feedback for these data points:

- Only 3 out of 10 students were on track to complete these requirements ('09 – '10)
- A lot of students are not college ready
- If students are not college bound, that leaves them bound to get low-wage jobs like at McDonald's
- There is low support for non-Spanish speaking English learners
- Franklin needs more tutoring for the students
- Students have low expectations



- Students are not ready to get a job
- Most students are not participating
- We need more parent participation

b) Take the SAT or ACT by the 12th grade and achieve a minimum score:

	2009-10	2010-11	LAUSD Average
Students who took the SAT or ACT	42%	48%	47%
Students achieving at least 1400 on the SAT or 19 on ACT	29%	42%	38%

The following are the written and verbal feedback for these data points:

- The rates are improving
- Franklin needs to start talking about SAT's early to the parents and students
- Students need to start taking the SAT's earlier like in the 11th grade and gain more confidence
- Help students feel more confident to take tests
- More students are taking the test
- We should have more motivation for SAT prep classes
- Parents need to be informed on how to get help to pay for these tests
- There needs to be more SAT and ACT support for English Learners

Readiness Group 2

a) Take the SAT or ACT by the 12th grade and achieve a minimum score:

	2009-10	2010-11	LAUSD Average
Students who took the SAT or ACT	42%	48%	47%
Students achieving at least 1400 on the SAT or 19 on the ACT	29%	42%	38%

The following are the written and verbal feedback for these data points:

- As a parent I would like these stats to improve
- These data points need to be at 100%
- Students need to practice more prior to taking these exams
- More students need to have higher grades or a "C" or better in their A-G courses

b) Achieve a "C" or better in Advance Placement (AP) courses:

	2009-10	2010-11	LAUSD Average
Students taking at least one AP course	13%	15%	16%

The following are the written and verbal feedback for these data points:

- There was only a 2% increase in the amount of students taking and passing AP course, but this is not sufficient
- This improvement is not good enough.



GROUP THREE: PROGRESS

There were two groups that provided analyses of different data points. The following are the data points reviewed by the participants and their feedback, both written and verbal, for each. This group reviewed ELA proficiency, and Math.

Progress Group 1 (groups was composed of mostly magnet program parents)

a) English Language Arts:

	2009-10	2010-11	LAUSD Average
English Language Arts	36%	38%	37%

The following are the written and verbal feedback for these data points:

- Score were low, but they did improve
- Magnet scores are good
 - 83%

b) Math:

	2009-10	2010-11	LAUSD Average
Math	10%	11%	16%

The following are the written and verbal feedback for these data points:

- Scores are low, but they did improve a bit
- Magnet scores exceed state average
 - 36%

Progress Group 2

a) English Language Arts:

	2009-10	2010-11	LAUSD Average
English Language Arts	36%	38%	37%

The following are the written and verbal feedback for these data points:

- Are students learning the basics?
- It looks like the teachers are not teaching as they should be.

b) Math:

	2009-10	2010-11	LAUSD Average
Math	10%	11%	16%

The following are the written and verbal feedback for these data points:

- These numbers are way too low. What is this telling us about the state of the students who are not graduating?
- Teachers are not doing a good enough job



GROUP FOUR: STUDENT GROUPS

The following are the data points reviewed by the participants and their feedback, both written and verbal, for each. This group reviewed the proficiency of English Learners.

a) English Learners

	2009-10	2010-11	LAUSD Average
Scoring proficient on the CELDT	29%	24%	24%
Scoring basic or above on CST-ELA	29%	37%	44%

The following are the written and verbal feedback for these data points:

- Only 30% of students scored proficient in '09-'10
- Only 29% of students scored basic in '09-'10
 - There was an 8% increase, but this is still not good enough

Part Two - School Plan Priorities of the Participants

During this part of the session, the participants shared their priorities for the school through written and verbal feedback. These priorities were as follows:

1. Students need more A – G course options
2. More college prep courses and awareness
3. Students need more tutoring programs
 - Algebra/math tutoring
 - Saturday tutoring
4. Students need better study plans
5. Franklin should become a magnet school
 - More funding and staff resources for magnet school
 - Magnet school collaborating within the larger Franklin Community
6. We need more talented and skilled teachers and counselors
7. More support group for students
8. More money for things that matter
 - School material
 - Technology (computer programs)
9. A clean environment/campus
10. Updated technology
11. Supportive staff of parent’s needs
12. A good team of teachers and students
13. Smaller class sizes
14. A healthy relationship between students and staff
15. Students that leave Franklin prepared to go to college
16. Better prepared teachers
17. More permanent teachers
 - Less long term subs
18. Better quality food
19. More security
20. Motivate low performing students



Session 2 Report – Dialogues with Planning Teams

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During this part of the session, planning team representatives shared their plan priorities for the school. In the case of Franklin, they had three writing teams.

Writing Team #1: Magnet Program

The presenter for the magnet program writing team went over the performance of magnet program students at Franklin High School:

- High CST Scores
 - They would focus on this area in their plan
- High college admittance rates
 - They would implement many of their strategies and program successes in their plan
- High areas of growth (math and biology)
- High attendance rates
 - Low suspension rate
- Focus on project based learning
- Focus on socio-economically disadvantaged students
- Strong institutional focus
- Institutional support
- Improve the transition of 9th graders

Questions for Team #1:

- *No questions from the participants*

Writing Team #2: Brian James (C.O.L.A)

Focus:

- Graduation rate
 - It's too low – This is a problem
 - District goals and targets are too low as well
- Dropout Rates
 - 9th grade promotion
 - If kids do not get passed the 9th grade, they most likely dropout
- Academic Growth over Time (AGT)
 - Trending down the last 3 years
- Personalization of instruction
 - Connecting with teachers
- More efficient and effective Parent Engagement
- Change instructional practices
- More parent/community involvement
- Increase enrollment at Franklin.
 - Enrollment has steadily decreased over the last 4 years



- Franklin is and should be the “hub” of this community

Questions for Team #2:

Parent: Under this plan, will class sizes change (if enrollment is increased)?

Response: This is something that may not be in our control given the budget and funding cuts/issues. However, this is something that can be dealt with by finding innovative ways and bring more adults into the campus or collaborate with other sources like community based organizations and/or local colleges and universities.

Writing Team #3: Woodcrest School Team

This team was led by the School Principal. They went over some highlights of Franklin’s School Report Card:

- 87% of teachers have been at Franklin more than 3 years
- Promotion rates have improved
- Suspension rates as a whole have decreased
- Improved test scores
 - However, they admitted that Franklin is still not where it’s supposed to be

Areas of Focus:

- More support for English Learners
- More Support for Special Needs students
- Identify who needs help and support them
- Move towards 100% proficiency rates across the board
- Engage Students
 - Re-analyze instruction
 - Celebrate success
 - Share resources
 - Copy successful programs

Questions for Team #3:

- *No questions from the participants*