



SESSION 2 REPORT – SCHOOL PLAN PRIORITIES

NAME OF SCHOOL: MONROE HIGH SCHOOL

DATE OF SESSION 2: 10/11/12

NAME OF ORGANIZATION REPORTING: FAMILIES IN SCHOOLS

NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION: NADIA M. HERNANDEZ

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10/16/10

I. Student Performance: Where is the School Now?

During the small group activity, parents, community members, and students provided feedback on the Monroe School Report Card (SRC). The participants discussed the four sections of the School Report Card which include: 1) *Progress*; 2) *Readiness*; 3) *Learning Environment*; and 4) *Student Groups*.

Progress

In the *Progress* section, the participants discussed the API score, California High School Exit Exam (CAHSEE) and the total number of credits that students must complete in order to graduate.

- The following include feedback that was provided by the participants during the small group discussions.
 - “The CAHSEE is too low; instead of improving, we went down.”
 - “There is no improvement; the API score is the same. I thought my daughter was doing well but I am finding out that she is not doing so well. I like being here because I am learning.”

Readiness

For the *Readiness* section of the school report card, the participants discussed the low student graduation rates and the A-G courses that students are required to complete with a ‘C’ or better.

- The following include feedback that was provided by the participants during the small group discussions and presentations.
 - “We need to look for help because we are lacking information. There are 3,000 students in this school and how many parents are here?”
 - “There isn’t sufficient help given to students to go to college especially for immigrant students. There is no financial help or scholarships available to immigrant students.”
 - “Students need education to be able to sustain their families and their future.”
 - “Students get discouraged when they do not get the help they need that is why many of them do not graduate. There is lack of support for students.”

Learning Environment

In the *Learning Environment* section, the participants discussed student attendance, the highest level of education students plan to complete, the percentage of student suspension, and the percentage of teachers at Monroe school for at least three years.

- The following include feedback that was provided by the participants during the small group discussions and presentations.
 - “There is misconduct, absences without justification, and no discipline (lack of respect) of students toward their classmates and teacher.”



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- “Teachers need to comply with the standards of the districts and worry about the learning of their students.”

Student Groups

In this section, the participants discussed the percentage of students scoring proficient or advance in ELA and Math, particularly focusing on the percentages of the Latino students. The participants also looked at how the English learners and students in special education are low performing. The participants noted the percentages and the areas where the students need to improve on.

- The following include feedback provided by the participants during the small group discussions and presentations.
 - “The students need to ask the counselor about their classes to complete all the credits and classes they need to go to a university. Students end up taking classes they do not need.”
 - “English learners are not reaching the academic requirements they need.”

II. School Plan Priorities Brainstorm

During this activity, the participants were asked to brainstorm on the changes that must take place at the school site in order to build a high performing community of learning. Parents, community members, and students shared their ideas on the priorities they believe will improve the performance of the students and the school. The main priorities shared by the participants during the group discussion include:

1. Prevention programs (drugs)
2. Improve campus security
3. More effective and motivating teachers; not too many substitutes and more teachers per class.
4. Need more parent involvement

In addition, the participants identified other priorities during their small group discussion and written feedback. The main priorities include: 1) academic resources; 2) student responsibility; 3) qualified teachers; 4) security; 5) school administrators; and 6) parent involvement.

Academic Resources

The participants commented that students need resources available to succeed, as a priority to improve their academic performance. Having the necessary resources will allow them to get more information on applying to college and obtaining financial aid. The following includes the written feedback that was provided by the participants:

- “Resources available for students and programs available for students to reach high academic levels.”
- Provide more tutoring for students.
- “More counseling on universities and scholarships.”
- “Support system to find available scholarships.”

Student Responsibility

The participants identified student responsibility as another priority. Students also need to take an active role and responsibility in improving their academic performance and graduating. The following includes the written feedback that was provided by the participants:

- “Focus in reducing the percentage of those students not graduating.”



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- “Fewer students per classroom.”
- “More demand for students to take responsibility in their education.”

Qualified Teachers

A common priority identified by a number of participants was better qualified teachers at Monroe. The parents suggested more development and capacity building available for teachers. Communication needs to improve between teacher, parents, and students. The participants also noted that teachers need to provide additional help to low-performing students. The following includes the written feedback that was provided by the participants:

- “More personnel, more coordination, organization and control in informing the students on their education.”
- “Teachers of the heart, not just teachers who comply with their work. (Maestros de corazón y no maestros de cumplimento).”
- “Less substitutes so that the flow of learning is not interrupted.”

- “More development available for teachers”
- “Teachers can form a group of low-performing students and help those students to improve and graduate.”
- Better communication of teachers with parents.
- “The responsibility needs to be shared among parents, students, and teachers on the quality of education.”
- “More than one teacher per classroom to assist the students.”

Security

A number of participants provided feedback to improving school security. The participants would like more security measures implemented such as prevention programs to control some of the problems at Monroe.

The following includes the written feedback that was provided by the participants:

- Prevention program for drugs, pregnancy, domestic violence, gangs, etc.
- A drug and alcohol free campus.
- Control the violence in the school.
- A clean campus and welcoming environment.

School Administrators

The participants identified that parents need a better communication with school administrators. The following includes the written feedback that was provided by the participants:

- “More parent communication with administrators.
- “School administrators who will listen and address the needs and concerns of the parents.”
- “A principal who will work with the teachers to address the problems and needs of the students.”
- “More parent sessions/meetings.”
- “More school administrators.”

Parent Involvement

A top priority that was identified by the participants was increased parent involvement. The participants commented that parents need to become more involved in their children’s education and share the



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responsibility along with the teachers. The following includes the written feedback that was provided by the participants:

- “Parents and teachers need to work together to be more responsible and accountable.”
- “More parent involvement in their student’s education.”
- “Parents need to be more interested in the student’s academic progress.”

Additional comments:

- “Provide healthy food choices for students”



Session 2 Report – Dialogues with Planning Teams

NAME OF SCHOOL: Monroe High School

DATE OF SESSION 2: 10/11/12

NAME OF ORGANIZATION: Families In Schools

NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION: NADIA M. HERNANDEZ

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

Dialogue One – Dialogue between first Planning Team and participants

Planning Team Name: School Plan Guide for Monroe High School

The planning team presented current student performance data and engaged the participants in a dialogue on the school plan priorities to turnaround student performance. The planning team began by announcing that Monroe High School has increased the in CAHSEE exit exam by 35 points. In the annual progress, Monroe High School has been able to meet 17 out of the 18 criteria. The planning team also commented on the issue of parent involvement commenting that while parents at Monroe are involved in the social events and activities of their children, they are less involved in the learning process. The planning team reminded the participants that anyone interested in being part of the planning team was welcomed to join. A goal of the planning team is to include more parents into the discussion and planning process.

The planning team identified five top priorities the school must address to improve student achievement. These include: 1) Algebra I; 2) English and writing strategies; 3) course pass rates; 4) special program— English Language learners (EL) and students with special needs (SWD); and 5) parent engagement in classrooms. The planning team explained that students have shown improvement in some academic courses like Algebra II but have not improved in other areas such as in English and writing.

The following are comments and questions addressed by the participants during the planning team dialogue:

1. A participant commented that all his children have graduated from Monroe High School and all have had good teachers. He wanted to thank the teachers and counselors for helping his children graduate high school and go off to universities. He still has a 15 year old son at Monroe High School and wanted to praise the adequate teachers and good education that his son is continuing to receive at Monroe High School.
2. Another participant commenting that not all students are learning Algebra I and that the students are in different levels of math. The participant asked, *why focus on Algebra I and not higher classes in Math?*
A: Mrs. Miller replied that Algebra I is a priority because Algebra I is the gateway and the beginning class to higher math courses. If students are not passing Algebra I, they cannot pass to higher levels of math. Algebra I is also a gatekeeper for other classes such as Chemistry and Physics. Without passing Algebra I, students are not meeting the requirements they need.
3. One participant indicated that the school was not showing enough progress in the number of students graduating. The participant suggested more focus on graduating all students to reduce the number of students not graduating. The participant further suggested that teachers need to



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focus more on talking and providing feedback to parents with students who are not doing well academically.

4. Another participant addressed the issue of the lack of parent involvement and how important it is for parents to be involved in their children’s education. The participant stated that he has 3 children that have graduated from high school and all have gone on to college. He stated that parents need to be more involved so students can receive a good education and go off to college.
5. A last participant affirmed that is the responsibility needs to be shared between teachers, parents, and students to ensure that the students are getting a quality education. It is not only the responsibility of teacher and parents, students also need to be more responsible in their education.