



SESSION 2 REPORT – SCHOOL PLAN PRIORITIES

NAME OF SCHOOL: SAN FERNANDO HIGH SCHOOL

DATE OF SESSION 2: 9/25/12

NAME OF ORGANIZATIONREPORTING: Boys & Girls Club of San Fernando Valley

NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION:MARIA AGUILAR

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10/02/12

• INTERPRETING DATA AS A STEP TO BUILD HIGH PERFORMING COMMUNITIES OF LEARNING

I. Student Performance: Where is the School Now?

During the small group exercises, parents were able to interpret and do self-reflecting on the school's progress using the school report card data. Selected performance data selected by the parent groups were:

- The number of students in the 10th grade who passed the CAHSEE in 2009 was 63% and in 2010 70%. Discussion was on how this exam is needed to graduate from high school and it reflects academic achievement of students.
- The academic growth (AGT) did the school reach in was standardized exams. Discussion was this was important to see accomplishments of the school and how well they did from one year to the next. They shared San Fernando High School was below expectations for grade 9th in English Language Arts.
- Student competencies in English language arts, and math of African American students and special needs students was 16% in 2009 in 2010 13% in English language arts and in math was 16% in 2009 and 17% in 2010. Group shared how this information showed them how these student groups have historically been underserved and have struggled to meet performance target in both areas.
- The level of education students planned to complete. From the 967 students who responded indicated 11% high school, 11% two year college, 2% vocational school, 40% 4 year college, 21% graduate school, and 15% unsure of plans.
- Important facts about the school: Students suspended more than once in 2009 was 16% in 2010 13%. Teachers who have taught in the school more than 3 years in 2009 was 98% in 2010 87%. Staff with 96% or higher attendance rate in 2009 was 98% in 2010 87%. Students with a 96% attendance rate in 2009 were 58% in 2010 51%. Academic courses taught by qualified, accredited and competent teachers in 2009 were 91% in 2010 94%.
- Students who scored at least 1400 in the SAT or 19 in the ACT in 2009 was 39% in 2010 29%. Discussion was how this was a factor used for university admission.

A group of parents shared that they had attended a separate meeting with the school where school data was discussed with them. The following comments were made:



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- A parent shared they saw differences in the data shared by Ms. Mendoza in the hosted session and the data in the school's report card.
- A second parent commented on wanting more information on where he could see raw data.
- Other parents shared they did not receive any information on the hosted session held by the school. They shared that it was important for them to be informed of the meetings that are hosted by the school.

II. School Plan Priorities Brainstorm

During the brainstorming session parents identified priorities important to them to create positive and improved learning environments in the school. These include: smaller class sizes, supportive services, and increase in communication between administration, teachers and parents. The recommendations contributed by the session participants for the School Plan Priorities include:

Smaller class sizes:

Parents want to see smaller classes to provide students with a better learning environment and give teachers more time to assist students who are struggling with subject. One parent said, **"My son is in a small class at another school and is doing so much better academically compared to when he was in large student size classrooms."**

- Classroom size
- Learning environment
- Clases pequeñas (small classrooms – in terms of number of students)
- Reducir el número de alumnos por clase (reduce the number of students per classroom)

Qualified Teachers:

Parents want to see qualified, energetic, and competent teachers in every classroom and be able to teach accordingly to the grade level of students. Parent said, **"Teachers need to take the time to assess that a student is learning subject and be patient with them."**

Supportive Services:

Parents want to see more supportive services available to students and to parents as this will assist students to have access to resources needed to succeed in school. One parent said, **"I need more tutoring for my daughter to help her with subjects that she is having difficulty with."**

- Tutoring during lunch, after school and on Saturdays.
- Tutoring
- Mentorship programs
- Clubs
- Buscar apoyo si los alumnos lo necesitan. (Seek support if the students need it)



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- Improvement in both English Language Arts and Math.
- Improved Testing

Increase in communication between administration, teachers and parents:

Parents want the school to create a parent friendly environment by providing parents with timely information about the overall performance of their children and the school, resources available in the school to them and their children, and with meetings that fit their schedules. One parent said, **“I don’t get timely feedback from my son’s teacher. Waiting for parent/teacher conferences is too long of a time lapse to receive feedback on his progress, I want feedback every month.”** Another parent said, **“I don’t get any notices or phone calls about when the he school hosts parent meeting or workshops.”** The majority of written comments fell on this theme as follows:

- Tener más comunicación con los padres.
- Tener comunicación con los maestros por lo menos cada mes.
- Involucrar a los padres y comunidad.
- Parent & Community Engagement
- Que el maestro notifique temprano acerca de los resultados académicos cada cinco semanas.
- Asistir a las juntas pare informarse los padres de cómo están avanzando en la educación
- Buen director.
- Conduct meetings at a time that is convenient for working parents.
- Counseling choices
- Padres involucrados
- Que el padre este seguro de que al estudiante este tomando las clases apropiadas.
- Los padres deben estar al pendiente de que sus hijos cumplan.

There were other comments that reflected differing needs for school plan priorities and did not fall into the main themes. These were:

- Evaluar a los maestros si están dando el programa de acuerdo al grado.
- Maestros altamente calificados.
- Estudiante debería estar programado desde que sale de su casa que van a poder aprender. Que es su responsabilidad.
- Health and safety
- Curriculum



III. School Priorities that Lead to a High Performing Community of Learning

The recommendations contributed by the session participants for the School Plan Priorities were documented through a combination of feedback provided by discussion and annotated narrative data. During the small group exercises parents were asked to discuss school plan priorities and provide their recommendations for the planning teams to take into consideration. The four recommendations contributed by the session participants for the School Plan Priorities include: Smaller class sizes, qualified, energetic, and competent teachers, supportive services, and Increase in communication between administration, teachers, and parents.

Smaller class sizes:

Parents want to see smaller classes to provide students with a better learning environment and give teachers more time to assist students who are struggling with subject. One parent said, “**Los estudiantes aprenden mejor si están en clases pequeñas. Mi hijo va muy bien en la escuela en la middle school por que está en una clase pequeña.**”

Qualified, Energetic, & Competent Teachers:

Parents want to see qualified, energetic, and competent teachers in every classroom and be able to teach accordingly to the grade level of students. One parent said, “**Es importante que los maestros estén quilificados para enseñar y que sepan enseñar.**” Another parent said, “**We want better prepared teachers that can teach our children.**”

Supportive Services:

Parents want the school to offer more supportive services such as tutoring, and extracurricular activities during lunch, after school and on Saturday’s. One parent said, “**Tutoría a la hora de lonche y los Sábados ayudaría a los estudiantes que están atrasados.**”

Increase in communication between administration, teachers and parents:

Parents want the school to create a parent friendly environment by providing parents with timely information about the overall performance of their children and the school, resources available in the school to them and their children, and with meetings that fit their schedules. One parent said, “**Es importante que nosotros como padres podamos recibir información del progreso de nuestros hijos con mas frecuencia.**” Another parent commented, “**The school should keep us parents more informed of meetings or changes that occur in the school, like this meeting. I found out by a parent volunteer.**”

There were other comments that reflected differing needs for the school plan priorities and did not fall into the main themes. These were:

One parent said, “**I want to see changes for the school because it is not doing well overall, change is good.**” Another parent said, “**I am very happy with how the school is being managed and my son is doing well in school and I see no need for changes.**” One parent said, “**I want to**



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know more information on A-G requirements as this is important for high school graduation and university admission requirements. “

At the start of the session and before the activity parents vocalized the following ideas:

- Parents stated that it was important for them to learn how to motivate their children to be great students; they want to be cheerleaders for their children.
- Parents want to have more conversations with their children about the importance of a college education, and learn ways to support their child’s interests, careers and educational goals.
- Parents shared they wanted to plant a seed in their children that a good education will lead to limitless opportunities.
- Parents want to learn how to navigate school resources via parent meetings, parent centers, and learn more about school data.
- Parents shared that it is their responsibility to check in with their children on a daily basis. To inquire about their behavior, school progress and overall day in school.



SESSION 2 REPORT – DIALOGUES WITH PLANNING TEAMS

DIALOGUE ONE – DIALOGUE BETWEEN FIRST PLANNING TEAM AND PARTICIPANTS

Planning Team One Name: Youth Policy Institute

The first presenter was Youth Policy Institute. YPI provided handouts describing their school plan available in both English and Spanish as well as fact sheets with the student performance outcomes of schools currently managed by the group. The representative speaking on behalf of YPI discussed their vision for students to include:

- Prepare students for academic success in high school and in post-secondary education through educational classes that meet A-G requirements.
- Prepare students for future careers through a demanding technical component based on biotech-health or digital arts.
- Exposure to real-world experiences through work-based learning.

The presenter then discussed the following for the vision of the school:

- Having small learning communities with student cohorts that learn together throughout their four years at SFHS.
- A full service community school model that provides wraparound services for students and their families.
- Coordinated out of school activities before and after school and on weekends.
- Coordinated programs, resources, and services for family members to build their capacity and contribute to the stability of families and academic success.

The following were questions directed to Youth Policy Institute Representative:

1. What schools do you currently manage? Answer: Biotech, Sylmar, SFIM, and Oscar Romero Charter.
2. Will your teachers be qualified? Answer: Yes they will all be CA credentialed teachers.
3. Will special needs students be served at your school? Answer: Yes and we have done a wonderful job working with this student population as we now have a pilot program for students with autism.

A testimony was shared by one parent who has a special needs grandchild who attends Oscar Romero Charter. She mentioned that her experience with the school has been positive and has seen an increase in academic achievement and positive transformation from her grandchild. She likes the smaller classrooms and the learning environment school has for her grandchild to succeed. She thanked the presenter for giving her grandchild an opportunity to attend the school.



DIALOGUE TWO – DIALOGUE BETWEEN THE SECOND PLANNING TEAM AND PARTICIPANTS

Planning Team Two Name: San Fernando High School

Ms. Mendoza from San Fernando High School. Representative discussed the following for vision of the school:

- Personalized interdisciplinary curriculum and instruction.
- Increase rigor and high expectations for all students.
- Interpersonal intelligence (development of whole child).

Presenter moved on to review school data and mentioned she had a meeting with parents to discuss up to date data on the overall need and improvements school made last year. Ms. Mendoza emphasized in her presentation that San Fernando has a rich history, her commitment to the school and is a caring community member. She emphasized the gains in academic performance and on number of students who get suspended last year. Presenter went on to say that, “the school shouldn’t be divided into two schools and that if she were given a million dollars she would make many changes for the school such as lowering the number of students assigned to each classroom.”

The following were questions directed to Ms. Mendoza representative from San Fernando High School.

1. Have students been surveyed about the effects of public school choice? Answer: Yes about 800 students don’t want the school divided into two schools. School has a lot of history as it has been open for many years.
2. What careers are the students interested in? Answer: did not provide a response.
3. How many students are enrolled in the school? Answer; 2,590. “We want to serve all students not 400”.
4. Why is it that the school might be divided into two schools? Answer: I don’t want the school to be divided into two schools. If a community partner wants to step in and provide resources, they should invest them in all students. My plan will support all students at San Fernando
5. The same parent continued on to ask the presenter not to get upset while responding the questions and that parents were simply seeking answer to find out the benefits of a small school versus a large school. The parent commented that the focus of the dialogue was not to discuss what others will do but rather what each planning team will do to improve the learning of students at the high school. The parent then stated that If a small school is the best way to see gains in student performance then a group with experience operating small schools should be welcomed and considered. It was also stated that personal beliefs and opinions must be put to the side and that the needs of the students had to come first in the conversation.

At the end of presentation parents highlighted that the school needs to have a more open door process for parents, to improve communication with parents and to disseminate information in a timely basis. Community member shared that she wants to help school and that it behooves them as the value of their home increases, if the school performs well academically. Parents also shared their differences and opinions on dividing the school.



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- Some parents, stated that they did not want to see the school divided into two schools. Clarification was made by YPI that they would serve 200 students the first year and increase student enrollment up to 500 in subsequent years.
- Parent commented that San Fernando High School had a good history of teaching and graduating successful students as they moved on to become successful people who work or live in the community.
- One parent said she was very satisfied with the school's overall performance and felt her son was getting a good education from school.
- One parent said the school had been around for many years and had not shown academic improvement, so she was open to the idea of try out something new.
- One parent said that parents should not personalize one plan over another, as their priority was to improve the education of their children.
- One parent shared liking the idea of having smaller classes for student as she had seen academic improvements in some of her kids attending smaller community schools.
- One parent said that after hearing and seeing all of the information presented she did not know what to believe making reference to the inconsistency of the data that was shared with her in the parent held session and the information she received today.