



SESSION 2 REPORT – SCHOOL PLAN PRIORITIES

NAME OF SCHOOL: SYLMAR HIGH SCHOOL

DATE OF SESSION 2: 10/10/12

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: 10/12/12

• 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:

Progress:

- The API score of Sylmar High School. In 2009 API score was 635 and in 2010 it was 670 a +35 increase.
- Students meeting California standards in English. In 2009 was 32% and in 2010 it was 33% an increase of 1%.
- Students meeting California standards in math. In 2009 was 6% and in 2010 7%. An increase of 1% from one year to the next.

Learning Environment:

- The level of education students planned to complete. From the 967 students who responded indicated 9% high school, 9% two year college, 2% vocational school, 40% 4 year college, 25% graduate school, and 15% unsure of plans.
- Staff with 96% or higher attendance. In 2009 attendance rate was 61% and in 2010 it was 59% a decrease of 2% from one year to the next.

Readiness for College or Career:

- The number of graduates passing all A-G courses with a "C" or better in 2009 was 23% and in 2010 it was 26% an increase of 3%.
- The number of students who took the SAT or ACT in 2009 was 36% and in 2010 it was 37% an increase of 1%.

II. School Plan Priorities Brainstorm



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During the brainstorming session parents identified priorities important to them to create positive and improved learning environments in the school. The priorities that were written or community during small group conversations included: supportive services, qualified, competent, strict and attentive teachers, competent, qualified, caring and informative counselors and increase in communication between teachers, parents and school.

The recommendations contributed by the session participants for the School Plan Priorities include:

Student Support Services:

Parents want to see more support services available to students after school and on Saturday's. One parent said, "Que la tutoría se haga de acuerdo a las necesidades del estudiante." (*That the tutoring is done according to the student's needs*) Another parent said, "Que les ayuden hacer su tarea cuando no la entiendan, sobre todo con las matemáticas después de clase." (*that they help them do their homework when they do not understand it, especially with math, after class*) The majority of written comments fell on this theme as follows:

- Mas tutoría (*more tutoring*)
- Que se les ofrezca mas tutoría en lo que están teniendo problemas (*to be offered more tutoring in what they are having problems with*)
- Tutoría los sábados. (*Tutoring on Saturdays*)
- Ayuda con las tareas. (*Help with homework*)
- Clases de after school, verano enfocándose hacia lo que se les espera en el futuro. (*after school and summer classes focussing on what awaits them in the future.*)
- Que les den tutoría después de la escuela. (*To be offered after school tutoring*)
- Clases de tutoría para alumnos. (*Tutoring classes for alumni*)
- Que informen a los padres que materias tienen tutoría y los horarios. (*Inform parents what subjects offer tutoring and the schedules*)

Qualified, Competent, Strict & Attentive Teachers:

Parents want to see qualified, competent, strict and attentive teachers in every classroom. During the small group discussions one parent said, "Que los maestros sean más estrictos y más firmes en lo que digan que los alumnos hagan en clase y para que cumplan con sus tareas." (*That teachers are stricter and firmer in what they say that the students do in class and to fulfill their tasks*) Another parent said, "Capacitación de los maestros y que proporcionen material educativo para un mejor aprendizaje para los alumnos." (*Training of teachers and that they provide educational materials for better learning for students*) A third parent said, "Que los maestros estén seguros que sus alumnos aprendieron lo que se les enseno y si no, que se lo vuelvan a repetir" (*That teachers are confident that their students learned what they were taught and if not, to repeat again*). The majority of written comments fell on this theme as follows:

- Queremos que los maestros traten de que los alumnos estén aprendiendo con firmeza de que se aprenda y que dejen tarea con más precisión de la lectura y



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matemáticas y no ponerles películas para llenar los espacios de la clase. *(We want teachers to ensure students are learning thoroughly. That they learn and leave homework more accurately about the reading and math and not put movies to fill the spaces of the class.)*

- Que los maestros les exijan más a los alumnos. *(That teachers demand more from students)*
- Teachers need to stay after school and help children if they are having any trouble with their work.
- Teachers need to make class fun.
- Teachers need to discipline students, but not for little things.
- Teachers need to motivate students.
- Teachers need to push students and so do parents.
- Have teachers actually do their work and praise the student, but also let them know what they need to do to get better at it and that they can do it.
- Que les exijan más lectura para que comprendan lo que están leyendo. *(To demand more reading to understand what they are reading)*
- Que les den tareas de investigación para que los motiven a leer. *(Give them research papers that encourage them to read.)*
- Que los maestros impulsen a los alumnos a participar en clase y a exponer. *(That teachers encourage students to participate in class and to explain.)*
- Que se evite la falta de respeto y que haya más auto estima entre maestros y alumnos. *(To avoid the lack of respect and there be more self-esteem among teachers and students.)*
- Que los maestros dejen tareas a los estudiantes más de lectura y que den un resumen de lo que entendieron. *(That the teachers give more reading work to students and have them summarize what they understood.)*
- Disciplina a los estudiantes. *(Discipline students.)*
- Que haya maestros que realmente enseñen. *(That there is teachers who really teach)*
- Más capacitación para los maestros. *(More training for teachers)*
- Maestros comprometidos con su trabajo. *(Dedicated teachers)*
- Supervisión para los maestros. *(supervisión for teachers)*
- Capacitación extra proporcionar para los maestros y material educativo. *(Provide extra training for teachers and educational materials)*
- Que llamen a los padres para que ellos sepan de sus hijos. *(To call parents to let them know of their children)*
- Los maestros impulsen a participar a los alumnos en clase. Por ejemplo preguntar si entendieron la clase y que pasen a exponer al frente de sus compañeros. *(Teachers encourage students to participate in class. For example, ask if they understood the class and explain in front of their peers)*
- Más computación y más compromiso de los maestros a estudiantes y más días de tutoría por semana en matemáticas e inglés. *(More computing and commitment of teachers to students and more days per week of tutoring in math and english)*



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- Que los maestros les pongan más atención a los alumnos. (*For teachers to pay more attention to the students*)
- Que el maestro sepa mantener a sus estudiantes callados en lo que está explicando la clase para que no se distraiga los estudiantes y puedan captar pronto lo que esta explicándoles. (*that the teacher knows how to keep his/her students quiet when he is explaining the class so that the students are not distracted and can grasp quickly what is being explained*)
- Clases más disciplinadas. (*More disciplined classes*)
- Educación de calidad (*Quality education*)
- Queremos estudiantes bien graduados (*We want well graduated students*)

Competent, Qualified, Caring & Informative Counselors:

Parents want to see competent, qualified, caring and informative school counselors. One parent said, “I want to see better counselors that inspire the kids about doing even better and to push them to get their goals.” Another parent said, “Que tengan consejeros que los motiven.” (“*That they have counselors that motivate them*”) A third parent said, “Que el consejero ayude al estudiante cuando se le pida ayuda. Que lo sepa escuchar y que el estudiante se sienta seguro cuando hable con el consejero.” (“*That counselors help students when asked for help. They should know how to listen to them and that the student feels confident when talking to the counselor*”) The majority of written comments fell on this theme as follows:

- Que los consejeros les explique a los alumnos lo importante que es graduarse y tener una carrera exitosa para un futuro. (*Counselors should explain to students how important it is to graduate and have a successful career for a future*)
- Que los consejeros les expliquen cómo les ayuda grados altos para cuando apliquen a la universidad y para que sean aceptados con más seguridad porque es muy competitivo. (*Counselors should explain how high grades help them when applying to college and to be accepted with more security because it is very copetitive*)
- Que se les explique la importancia de graduarse para poder sobresalir. (*To explain the importance of graduating in order to excel*)
- Que se les explique la importancia de graduarse con un GPA alto. (*To explain the importance of graduating with a high GPA*)
- Counselors that make sure that the student is getting the right classes they need to graduate and not wait until it’s too late.
- Involve the parents so we can make it easier to communicate with teacher, parent, and student.
- Consejeros que den más oportunidad a los alumnos de tomar clases que necesitan. (*Counselors who give more opportunity for students to take classes they need.*)
- Menos estudiantes con los consejeros (*Fewer students with counselors*)
- Que la escuela tenga más consejeros para mejorar a los estudiantes. (*The school should have more counselors to improve the students*)



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- Que los consejeros den más oportunidad a los estudiantes de tomar otras clases. (*Counselors who give more opportunity for students to take other classes*)
- Mejores consejeros que los motiven. (*Better counselors to motivate them*)
- Más consejeros. (*More counselors*)
- Más información para los estudiantes acerca de universidades y también la importancia que esto implica. (*More information for students regarding college and the importance that this implies*)
- Que les informen a los estudiantes como llegar a l universidad. (*To inform students how to get to college*)
- Información sobre cómo llegar con éxito a la universidad. (*Information on how to successfully get to college*)

Increase in Math & English Classes:

Parents want to see an overall increase in the math and English performance from students. Parents want to see more math and English classes be offered to students. One parent said, “Más clases de matemáticas, ingles, y ciencia que son las materias que toman en consideración las universidades.” (*“More math, english, and science classes which are subjects that taken into consideration in colleges”*) Another parent said, “Más clases de matemáticas e ingles.” (*“More english and math classes”*) A third parent said, “Que el estudiante tenga más lectura.” (*“Students should have more reading”*) The majority of written comments fell on this theme as follows:

- Que den más clases de matemáticas. (*To give more math classes*)
- Mejorar las matemáticas e ingles. (*Improve math and english*)
- Taller de matemáticas (*Math workshops*)
- Que les den matemáticas mas avanzadas (*Give them more advanced math*)
- Que les den tarea con más lectura en ingles. (*Give them more homework with english reading*)
- Taller de lectura. (*Reading workshops*)
- Quiero que enseñen a leer, escribir, y comprender. (*I want them to teach how t oread, write and understand*)
- Hacer exámenes para capacitar. (*Perform tests to train*)

Increase in communication between teachers, parents and school:

Parents want the school to create a parent friendly environment by providing parents with timely information about the overall performance of their children. Parent said, “Que los maestros’ tengan más comunicación con los padres.” (*“Teachers should have more communication with parents”*) The majority of written comments fell on this theme as follows:

- Comunicación entre la escuela, padres, y alumnos. (*Communication between the school, parents, and students*)
- Maestros que hablen con los padres. (*Teachers that talk to parents*)



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- Llamar a los padres a la escuela para decirnos si realmente están aprendiendo las clases. (*Call parents to the school to tell them if the students are really learning the classes*)

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

- Mi preocupación es que mis hijos tengan más alto rendimiento en sus exámenes y que estén preparados para un futuro excelente, pero para eso se necesita más disciplina en todas las áreas del plantel. (*My concern is that my children have higher performance on tests and be prepared for a great future, but for that you need more discipline in all areas of the campus. More counseling*)
- Más seguridad. (*More security*)
- Más vigilancia en la escuela y fuera de la escuela. (*Moresurveillance both inside and outside of the school*)
- Más consejería. (*More counseling*)
- Que haiga menos estudiantes en los salones. (*There should be less students in the classrooms*)
- Mantener la escuela limpia (*Keep the school clean*)
- Mantener la escuela limpia sin ratas ni cucarachas. (*Keep the school clean without rats and roaches*)
- El material que utilicen este en buen estado. (*The materials used is in good condition*)
- Tecnología más avanzada (*More advanced technology*)
- Supervisión (*Supervision*)
- Students need to study every day.
- Enseñar a comunicarse. (*Teach to communicate*)

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: supportive services, qualified, competent, strict and attentive teachers, competent, qualified, caring and informative counselors and increase in communication between teachers, parents and school.

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, "Clases de tutoría en las



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clases que el alumno realmente no esté comprendiendo.” (*“Tutoring in classes that students really do not understand”*) Another parent said, “Que el estudiante tenga tutoría matemáticas después de clase.” (*“That students have after school math tutoring”*)

Qualified, Competent, Strict & Attentive Teachers:

Parents want to see qualified, competent, strict, and attentive teachers in every classroom and be able to teach accordingly to the grade level of students. One parent said, “We want better teachers that actually care about teaching are kids what they need to learn.” Another parent said, “Maestros más preparados.” (*“More prepared teachers”*) A third parent said, “Que los maestros les pregunten a los estudiantes si entendieron la materia, por ejemplo las matemáticas.” (*“That teachers ask students if they understood the subject, for example math”*)

Competent, Qualified, Caring & Informative Counselors:

Parents want to see competent, qualified, caring and informative school counselors that will help students stay motivated to graduate and pursue a higher education or career. One parent said, “Que motiven más a los estudiantes para que así aprendan con más motivación.” (*“To motivate the students so that they can learn with more motivation”*) Another parent said, “Más información para los estudiantes acerca de universidades y la importancia que esto implica.” (*“More information for students about the importance of universities and the importance that it implies”*) A third parent said, “Que los consejeros se enfocaran más en los alumnos que tienen más problemas con sus calificaciones.” (*“Counselors should be focused more on students who have problems with their grades”*)

Increase in communication between teachers, parents and school:

Parents want the school to create a parent friendly environment by providing parents with timely information about the overall performance of their children. One parent said, “Que el maestro informe a los padres de los estudiantes si tiene problemas con las materias.” (*“The teacher should inform parents of students if they have problems with the materials”*)



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Session 2 Report – Dialogues with Planning Teams

NAME OF SCHOOL: Sylmar High School

DATE OF SESSION 2: 10/10/12

NAME OF ORGANIZATION: Boys & Girls Club San Fernando Valley

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

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

Dialogue One – Dialogue between first Planning Team and participants Diálogo Uno – Notas del diálogo entre el primer Equipo Planificador y participantes

Planning Team One Name: Sylmar High School Team

The first presenter was the team from Sylmar High School. The team described their school plan via power point presentation. The principal speaking on behalf of Sylmar discussed their school vision for students to include:

- We want to focus our plan on five areas of change:
 1. We have shown overall growth, but it is limited and not consistent.
 2. We need to improve in math, instructional practices, and improve our CSAT.
 3. Increase class observations.
 4. Improve our communication with parents.
 5. We want to achieve growth by “Teaching correctly the first time.”
- We need to go back to teaching non-English speakers in SDAIE. “We have let this form of teaching slip over the years.”
- A teacher, a member of the team said, “We want to make the curriculum more interesting for students, for example, I teach Biology, I will take my students to an agricultural area so students can tie daily lessons to subject.”
- We want to create a climate that is more open to parents so they may talk with their teachers. We have done well in the area of 89% of parents feel welcome in the school, but we only have 39% saying they talk to the teachers about student’s homework. We have people in the school that can translate, don’t let it be a barrier.

The following were questions directed to Mr. Lee, principal of Sylmar High School:

1. Do you have a mission statement? Answer: We will include it in the final plan of the school plan.
2. Do teachers provide a syllabus to their students? Answer: Yes, each teacher should have provided a syllabus to each student. We demand that from our teachers to have, your children should have 8 syllabuses. We send them home requesting your signature, but the return rate is low and sometimes we see different signatures that may not be yours. Your teachers also have a copy; you can request one from each of your child’s teachers.
3. What time are tutoring hours? Answer: After school. Each student who needs intervention needs to have parental permission.



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4. Please tell me how counselors work with students? Because, my son kept getting F's in three classes. He is a senior and he still did not have the classes he needs to graduate. Answer: Each counselor sits with a student and reviews an Individual graduation plan. That's the first step; second step is to discuss and set deadlines. This is done throughout the school year.

Suggestions/Comments made by parents:

1. Counselors need to pay more attention to students who have problems. Response by counselor: "I have been thinking the same thing; they need someone to talk to. We use to have peer counselors; hopefully we can include that in the plan."
2. Student know how to read, but are not comprehending what they are reading. Students should get more reading and writing. Response: "Teachers teach English a certain way, students are having a difficult time."
3. Teachers call and leave messages when my son doesn't bring his homework or is absent, but I want to talk to the teacher not via a message. Response: It is difficult and that is why our school report card says 39% of parents say they talk with their children's teacher. Teachers do have an obligation to call parents and I agree that teachers need to call parents. They should call the kids who are struggling as each teacher has around 200 students.
4. I know after school tutoring and intervention is not available at the school. Response: We do provide specific intervention classes and tutoring Monday-Thursday.
5. I would like to see a career exploration class. A class that focuses on what the student can do after high school. Response: We currently do not have that kind of class available, but will have a similar class in the new academy. We do have a career counselor I will discuss this further with him. We do have an advisory class in the 9th grade which aims at introducing students to apprenticeships and helps students think about if college is for them? Or is a career?