



Session 1 Report – Student Vision

NAME OF SCHOOL: SAN FERNANDO HIGH SCHOOL

DATE OF SESSION 1: 9/18/12

NAME OF ORGANIZATION: Boys and Girls Club of San Fernando Valley

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

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 9/20/12

The recommendations contributed by the session participants for the Student Vision were documented through a combination of feedback provided by small group activities, discussion, and annotated narrative data. During the small group exercises the parents were asked to discuss recommendations for the planning team to consider for the student vision. In this conversation, parents stated that the school had to be focused on **“the emotional, social and physical obstacles that many students experience in the San Fernando community”**. Examples stated included feedback stating that **students live in homes with very limited resources, particularly those that live in public housing, alcoholism and abuse in the home were said to keep students from learning**. The parents want the planning teams to focus their vision in **“supporting the student’s complete needs at home as well as at school”**. In numerous instances, parents verbalized that: **“students at San Fernando High School are unable to connect how today’s lessons are important for their future”**. This is mainly why parent stated that the school had to prepare all students to see the benefits of an education from the point of leaving their home to the point of entering the school. Today’s education was said, **“to be linked or connected to graduation and what comes after”**. Parents provided feedback that expressed that their vision for the student includes the following thoughts:

Meeting the students’ complete needs at home as well as at school

- **Estudiante tenga componente de ayuda a desarrollarse como ciudadano.** /The student should have a component to help him/her develop as a citizen. (in the sense of being a good citizen)
- **Estudiantes motivados-Matemáticas-CST-CASE.** /Students motivated about Math-CST-CASE.
- **Estudiantes necesitan estar en un trilateral que incluye al maestro, padres, and alumnos.** /Students need to be in a triangular relationship with teacher, parents, and students.
- **Estudiante debería estar programado desde que sale de su casa al punto que valla a la escuela aprender. Es responsabilidad del estudiante/**The student should be programmed to succeed in school from the point of leaving their home to be ready for learning. This is the responsibility of the students.
- **Darles motivación, hacerlos sentirse grandes e importantes. Decirles que todo lo pueden hacer porque son muy inteligentes.** /Giving them motivation, making them feel big and important. Telling them that they can accomplish anything because they are very intelligent.
- **Proceso de escritura para lograr su tesis.** /A writing process to achieve their thesis.



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- **Programar al estudiante a una superación personal.**/Program/guide the student towards achieving personal potential.
- **Aprender a como aprender** /Learn how to learn.
- **Estudiantes con orgullo.** /Students with pride.



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The School Vision recommendations were created by a combination of feedback provided by small group activities, discussion, and annotated narrative data. During the small group exercises the parents were asked to recommend ideas for the School Vision. Parents stated that in their school vision they want to see the following components: a practical school plan, increase in teacher performance and improvements in communication between school and parents. Some of the comments that were made are as follows:

Parents want the school's vision in the school plan to implement the feedback given by parents and one that helps students succeed. A parent made a comment that she did not trust the process, as she noticed how the school plan that was created for San Fernando Middle School was not implemented as it was written. She asked if currently schools have school plans, if so why they are not implemented.

Parents want in the school's vision to see highly-qualified teachers in each classroom, who are caring, motivating, and will promote learning environments. Parents discussed the importance of having teachers who motivate students and who create opportunities to explore interests in different career options or college using community resources. They also expressed that they wanted accountability for bad teachers and annual evaluations on teacher performance.

Additional written feedback provided:

- **Crear un estudiante bien preparado/Work to create a well-prepared student.**
- **Que el maestro tenga responsabilidad, pasión y paciencia/Teachers should have/feel responsibility, passion and patience.**
- **Porque un maestro se atreve a decirle a una alumna? "tu no sabes nada, ni te graduaras". Qué pasa?/Why does a teacher have the wherewithal to tell a student: "You don't know anything, nor will you graduate"? What is going on?**
- **Evaluar a los maestros si están dando el programa adecuado de acuerdo al grado./Evaluate the teachers to see if they are giving students the appropriate/adequate program according to the student's grade level.**
- **Que la escuela de las necesidades necesarias para los estudiantes puedan avanzar./The school should give/provide what is needed for the students to advance.**

Parents want in the school's vision to see stronger partnerships between the school and parents. Parents said they want the school to be more available to parents, to involve the parents and provide information in a timely basis on meetings, updates, and school performance. **Additional written feedback provided:**



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- **Los padres deben estar al pendiente de que sus hijos cumplan con sus responsabilidades de la escuela./The parents should be aware that their children comply/ finish with their school responsibilities (i.e. homework).**

There were some additional pieces of written feedback that included:

1. Parents want in the school's vision good administrators who are qualified and competent. They want to see principals evaluated every four years and not are given any preferences thru favoritism. **Additional written feedback provided:**
 - **Me gustaría ver mi escuela con buenos administradores. Que se preocupen por los estudiantes, comunidad y padres./ I would like to see my school with great administrators. These administrators should worry about the students, community and the parents.**
2. Parents want in the school's plan to include more wraparound services for kids that may be dealing with issues at home or in the community such as such as poverty, domestic violence, neglect, or abuse that affect students learning.

During the small group dialogues, parents also expressed concerned questions and comments about the school's participation in Public School Choice as a focus school. Parents stated that despite the recent improvements in student performance, why did LAUSD allow the school to stay at a level of low performance for so many years. Some of the questions that articulate the concerns that parents have regarding the school participating in PSC as a focus school are as follows:

- What was the cause or root of the low graduation rate for high school students?
- Are students not being prepared academically prior to attending high school?
- A parent commented that the roots of the low graduation rates lie with the teachers who work in the schools. He also shared that the level and quality of the education students receive is the responsibility of teachers.
- One parent wanted to know at what grade level are students identified as being low English language arts and math.
- One parent wanted to know if a student moves to another school, does that affect the percentage of graduation rate from San Fernando high school. **Additional written feedback provided:**
- **En la clase/aula 7 días por semana, 200 días por año. /In class 7 hours per day, 200 days a year.**



Session 1 Report – Dialogues with Planning Teams

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Diálogo Uno – Notas del diálogo entre el primer Equipo Planificador y participantes

Session moved into the presentation of school plans. First representative was Youth Policy Institute. Representative presented the following:

- We want to bring a focus of culture with the family of all of our students.
- Bring a focus with a technical component with a biotech-health or digital arts to the school. Emphasized the many job opportunities in these fields and the need to give students the background training in those fields, while also focusing on their academics.
- Commented that she has many years of experience in education and is familiar with educational system and understands budget requirements for schools.
- Discussed their plan would bring changes to the school academically and with different services to the parents.

The following were questions directed to Youth Policy Institute Representative:

1. **Do you know how many students will be involved in this project?** Answer 200. Students will be picked randomly by the district.
2. **Do you have data from the schools that you have worked with before?** Answer: Yes, but did not bring it with us but will next meeting.
3. **How long did it take to see changes?** Two years, to get good data we need 3 years.
4. **How do you address needs of special needs students?** Answer, we treat them like regular students. We like to mainstream them with our other students. We do conduct IEP's.
5. **Are you supported by board member Ms. Nuri Martinez?** Is your plan going to have an advantage over the others? Answer: I have contact with all kinds of board members. She is there for opening of schools. I don't think we will have an advantage.



Diálogo Dos – Notas del diálogo entre el segundo Equipo Planificador y participantes

The second planning team was Ms. Mendoza, representing SFH. The following are questions and answers produced during the dialogue:

Second Planning team was Representative Ms. Mendoza from SFH. Representative presented the following:

- She stressed the importance of having good teachers who have high expectations in every classroom.
- Mentioned that all teachers should believe in students and have high expectations of the students.
- She talked about having made progress in all areas this.
- Recognized the need for trainings be available to teachers to make better use of their time. Shared with parents that teachers take what parents say seriously. Also shared that teachers are staying an hour later on Tues they leave at 4:10.
- Goal was to create and implement a strong school plan to improve student success at SFH.
- Expressed commitment to improving in all areas year to year.
- Shared that they have surveyed the students about what changes they want to see in the school.
- Her plan states wanting to offer more technological classes for students who have interest in technical careers.
- Expressed the importance of parents working as a team with teachers and for teachers to work together with each other to achieve goals.
- All employees of the school, including special education assistants will receive trainings.
- Discussed changes that they want to create for 9th graders by creating an academy and having own counselor.
- Noted working with collaborators such as YPI, Educare , ACE , and SFAP, and about having partnerships.

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

1. **Are counselors going to receive training?** Answer: Yes, she stressed the importance of having teachers who have high expectations. Need for having trainings for teachers to make better use of their time. Discussed changes that they want to create for 9th graders by creating an academy and having own counselor.
2. **Is the restructuring of this school a convenience for you?**
3. **What is the achievement level of this school?** Answer: She agreed with the need for all teachers to believe in students and to have high expectations of the students. She talked about making progress this past year improving by 98 points.



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4. **Does the plan include for teachers to stay later?** Answer: Teachers are also staying an hour later on Tues they leave at 4:10. We want a strong school plan.
5. **Does your plan include collaboration with community or agencies that can bring resources?** Answer: Noted working with collaborators such as YPI, Educare , ACE , and SFAP, and about having partnerships.