



SESSION 3 REPORT – SCHOOL PLAN GUIDE REVIEW

NAME OF SCHOOL: BANNING HIGH SCHOOL

DATE OF SESSION 3: 11/8/2012

NAME OF ORGANIZATIONREPORTING: FAMILIES IN SCHOOLS

NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION:ROCÍO CORONA

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 11/9/2012

REVIEWING YOUR EDUCATION, YOUR OPTIONS

Step One: Examining a School Plan Guide

The participants were divided into small working groups. Each group was given the task to review the School Plan Guide submitted by each Planning Team. At this school site participants reviewed two school plans. The first plan reviewed was the Banning Academies of Creative and Innovative Science (BACIS), followed by the Banning High School Wide plan. Working groups spent 10-12 minutes on each school plan, noted any questions that they had and identified if the school plans met their expectations in the following areas:

- 1) Student Vision
- 2) School Vision
- 3) Student Performance
- 4) School Priorities

*** It is important to note because of the limited time, participants focused much of their attention on understanding plans rather than asking questions. The participants expressed frustrations on the difficulty in reading the school plans and in the lack of time allocated for them to review the plans. Lastly, because it was an auditorium setting, it was challenging for participants to have cohesive groups, and facilitators to be utilized effectively during this process.*

FIRST TEAM: BANNING ACADEMIES OF CREATIVE AND INNOVATIVE SCIENCE (BACIS)

The following is the captured feedback, questions, and comments the participants provided as they reviewed each area of the Banning Academies of Creative and Innovative Science (BACIS) school plan.

Student Vision

During the small group discussion, and based on the amount of written feedback provided, five themes were identified on the review of the Student Vision by the participants. These include: 1) divided school, 2) plan that serves all students, 3) student/community expectations, and 4) academic and career driven requirements and supports.

Theme 1: Divided School

The following is the written feedback provided on concerns over dividing the school. The feedback from participants showed a concern with a plan that they sensed “divided the school” rather than provided supplemental support to the school’s current structures. In addition, there was concern with better collaboration with school staff.

- What benefit will this bring to students is the school is being divided?
- One school! Incorporate into a school-wide plan. Do not divide this community anymore than it already is!



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- BACIS has great ideas but seems to only want to pick those students, teachers, etc. that they want which leaves many other students behind! We need to use these ideas for all OF our students. What can we do to help ALL students, not just the ones that you want?
- The BACIS plan is very confusing and it sounds like they are NOT trying hard enough to fix Banning High School but focus on their High School. What is the point?
- This looks ideal and professional, but I hope it becomes a reality. The principal, employees, teachers and students need to work together to achieve change with responsibility and professionalism.
- I honestly don't think it is right to separate a school. Especially a school that is well known by test scores, sports, and especially band and drill.
- I want to be able to choose my classes and programs that I want to be involved in. I want to graduate from BHS, not another school.
- How are two separate schools going to get our students together and raise their grades?
- How will segregations of SLCs bring people together? It is an oxymoron. DO NOT BREAK US UP!
- I don't like this.

Theme 2: Plan that serves all students

Participant feedback showed a concern with a plan that did not support all student career, academic, and recreational interests.

- This plan looks good to me, but there are more improvements to be made.
- How will my curriculum be affected?
- This plan does not serve my grandchild.
- Not everyone wants to be an engineer.
- What will happen to sports and extra-curricular activities?

Theme 3: Student/Community expectations

The following is the written feedback provided on student and community expectations, and how the plan will serve those needs or does not serve them.

- Students are expected to perform at a proficient/advanced level. What is expected of them?
- Does not meet my expectations. Not happy with any change made.
- Students are improving their academic performance.
- Give the students a reason to go to school, make it interesting.
- Where are all the SLCs that the students want?
- Does not meet my expectations.

Theme 4: Academic and career driven requirements and supports

The following is the written feedback provided on concerns on a plan providing academic and career driven requirements and supports.

- All academics should have the same equal requirements.
- I think that it would be a big impact for the students because they do not have the preparation for a high ranking school.
- I think the morning bell should be changed from 12:40 to 12:50 and give us students more time to get to our class.
- Be able to check the grades of the students on a weekly basis.
- Career guided academies
- To be able to see my counselors to have individualized attention; teacher-student interaction!
- Where do college ready and career ready classes come?
- Offer classes with the necessary tools for students to follow their chosen profession. Provide the students with the resources and opportunities to complete classes.
- Where did you place special education students and how are you going to help them? How are you going to help English Learner students? What help will be offered to them?



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Additional concerns and comments

The following is additional written feedback provided by the participants. In general, the participants commented over the lack of time and comprehension to review the school plans. As one participant commented, the participants had ***Too little time to review the plan***. The participants also provided questions on the school plan regarding, what classes will be offered, the classroom sizes, how it will prepare students to graduate, and its implementation. For instance, a participant commented, ***I hope that this plan is successful and that the principal can help implement the plan with the help of everyone***. Finally, the participants commented that they would like a more safe, clean, and friendly campus with a strong academic focus.

School Vision

During the small group discussion, and based on the amount of written feedback provided, four themes were identified during the review of the School Vision by the participants. These include: 1) support all student career aspirations, 2) disapproval with plan's handling of SLCs, 3) combining both plans to strengthen school, and 4) having proper student and staff supports.

Theme 1: Plan does not support all students' career aspirations

The following is the written feedback provided on concerns over the plan and how it will support all student career aspirations. Participant feedback showed a concern that the plan did not support all student career aspirations but was limited to a few.

- What about the other kids who are not interested in computer science, engineering, etc.?
- This plan is not very diverse about student interests and career options.
- The school should focus more on SLCs and student's personal interests.

Theme 2: Disapproval with handling of SLCs

The following is the written feedback provided on the participant's disapproval with the team's handling of the current Small Learning Communities (SLCs) at Banning.

- How will the elimination of SLCs help the school?
- Don't you think this will affect all students with communication studies?
- Keep it together.

Theme 3: Combining both plans to strengthen school

This was followed by comments of strengthening current structures by combining both plans.

- Why isn't the BACIS way of 'thinking' added in the 'school-wide' plan to improve Banning?"
- This is a good plan if it will improve the progress of the students.
- School grades are going to improve and the school will have better results.

Theme 4: Proper student/school staff supports

The following written feedback reflects the participant's concern over the school providing proper student/school staff support to improve student outcomes.

- Have you thought about the students that will come from Middle school? Are they mentally prepared to enter into these new classes?
- Focus on professional development of the principal, staff, and students.
- Have teachers that are well trained in their careers.
- There are not enough teachers, we need more teachers.
- Have more counselors.

Additional concerns and comments

The following is additional written feedback provided by the participants. The participants commented on the lack of preparation of the school plan; for instance, one parents commented, ***The vision of the school is not well prepared***. The participants had question on the academic requirements, the leadership magnet, sports, on the school academies, and on school tradition. As one participant commented, ***Is every school academy based on job training and hands-on?*** However, other participants commented that this was an ***active and productive plan***.



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School Performance

During the small group discussion, and based on the amount of written feedback provided, four themes were identified during the review of the School Performance by the participants. These include: 1) parent involvement, 2) higher expectations and serving all students, 3) effective teaching and school/student supports, and 4) support and strengthen current school structure, not divide.

Theme 1: Parent involvement

The following is the written feedback provided on concerns regarding parental involvement. Participant feedback showed the participants want to have a plan that supports parent involvement.

- Encourage more parent and student to work together and get informed about school performance.
- As a parent, I think that in this moment the school is doing fine and it only requires the teachers to work with the parents because my 6 children graduated from the Magnet program and they have become professionals.

Theme 2: Higher student expectations and serve all students

The following is the written feedback provided by participants on their concerns for a school that provides higher student expectations and serves the needs of all students.

- 80% of students enroll in A-G requirement courses should have a higher % than 12%.
- It sounds like the school has not included a plan for giving the students a place to excel.
- This plan seems to focus more on freshman.
- How will this affect the class of 2014?

Theme 3: Effective teaching and school/student supports

The following is the written feedback provided by participants on their concerns on effective teaching and school/student supports.

- The school is shaken up by the different rumors. Areas of strength are the SLCs. The growth must come from the teacher's performance. The needs of the students are covered with the SLCs.
- There is not sufficient information for the students in their classrooms about their future and what professions they want to go into.
- What about AP classes?
- What would this school's requirements be with this plan?
- I hope you have the equipment and enough personal to implement this plan.
- I think there needs to be more security for the students to feel more secure.

Theme 4: Support and strengthen current school structure, not divide

The following is the written feedback provided by participants on their concerns over not dividing the school but rather strengthening it.

- The school is very angry about the plan of splitting up the school. They do not like the ideas at all.
- The school is in a bit of a low place but all it needs is to strengthen its foundation that it had in previous years.
- I feel the school and our SLCs are the perfect pathway to the careers we want. They need to be reinforced and focused on achieving their goals more efficiently. However, this is our motivation!
- The high school needs a few changes to improve, but not drastic changes as splitting it up!
- Banning High School right now is a good school that doesn't need to be into two schools. Banning High School just needs to be fixed and not changed.

Additional concerns and comments

The following is additional written feedback provided by the participants. The participants commented on the lack of improvement on student performance. The participants commented that while the school's grades are improving, students are not where they should be and more focus needs to be placed on reading and writing skills. One participant asked, *How will this even help better student performance?* Another participant asked, *Why*



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won't the SLCs help our school in this plan? In all, the participants would like for joint collaborations so everyone can work together to improve school performance.

School Priorities

During the small group discussion, and based on the amount of written feedback provided, three themes were identified during the review of the School Priorities by the participants. These include: 1) supporting current school structure, 2) college and career readiness & student graduation, and 3) school staff effectiveness and collaboration.

Theme 1: Keep current school structure

The following is the written feedback provided by participants in support of the current school structure. The participants stated that they would like to use components for the team's school plan to strengthen the current school.

- The priorities include having the knowledge of the future careers that we plan to do as students, in other words SLCs. The teaching and connection that the students and teachers must have.
- Banning is GOOD AS IT IS. We need no change. IT'S OUR EDUCATION, NOT YOURS!
- Keep a solid structure as one school.
- Keeping our school as one.

Theme 2: College and career readiness & student graduation

The following is the written feedback provided by participants in supporting a school climate of college and career readiness, and higher student graduation as their identified school priorities.

- For there to be a better academic preparation for students.
- Giving students a plan that motivates them to graduate and prepare them for a job/career they want not one that's chosen for them.
- All students need to be proficient in all studies!
- Being advised on our progress to see if we are on track to graduate and are we realistically prepared for college.
- Graduation for all the students.
- There will be more students graduating.

Theme 3: School staff effectiveness and collaboration

The following is the written feedback provided by participants regarding their concerns over school staff effectiveness and their ability to collaborate and work together. Participants also commented on having teacher evaluations and having teachers that are motivated to teach.

- What will happen with the teachers that don't do well? How will they be evaluated? Will the teachers stay or will they be transferred to other activities or will there be new teachers?
- To achieve this, the principal needs to implement the plan and the teachers need to have in mind that the work needs to be done professionally. Teachers that want to do their job should keep their job. If not, others can take their place.
- The principal, staff, students, school psychologist, and parents need to work together.

Additional concerns and comments

The following is additional written feedback provided by the participants. The participants commented on the objectives and priorities of the school plan, how the plan will improve student performance and the academics, and how will the plan prepare students for their future. As one participant commented, ***"The priorities should start with knowing the skills of each child."*** The participants also addressed concerns over safety and student wellness so that students can be prepared to succeed. In addition, the parents voiced their concerns over their lack of understanding in the school plans, the over PSC process, and how they can get involved. According to participants, ***We need more time to read the plans carefully*** and ***What participation will the parents have seeing that there are no workshops available for parents?***



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SECOND TEAM: BANNING HIGH SCHOOL SCHOOL-WIDE PLAN

The following included the captured feedback, questions, and comments that participants provided as they reviewed each area of the Banning High School-Wide school plan.

Student Vision

During the small group discussion, and based on the amount of written feedback provided, four themes were identified during the review of the Student Vision by the participants. These include: 1) college and career readiness, 2) Banning High School is a community/family school, 3) student supports and structures, and 4) Environment of higher expectations for students and better school staff collaboration.

Theme 1: Desire for college and career readiness

The following is the written feedback provided by participants on their desire for a school climate of college and career readiness.

- They are going to prepare them for college.
- My children have met the requirements to advance to the next level (college)
- I have a senior who is prepared for college due to BHS and Magnet program.
- Prepare the students for college better. Access to student's grades need to be updated weekly.
- They will learn the skills needed to graduate. When they leave the school, they will have the knowledge of the future careers because of SLCs.
- All academies should have a trip/tour to a college or university to encourage high school graduates to go to college.
- Graduation with a high GPA. Must create a safe and friendly environment.

Theme 2: Banning High School Plan is a community/family school

The following is the written feedback provided by participants on how Banning High School is a community and family school for Wilmington. As a result, participants felt the plan's focus would support the community/family centered environment that participants would like the school to continue having.

- This vision meets our way of thinking.
- I like the Banning High School and the School-wide Plan.
- I love the ideas which show where BHS needs improvement. The block schedule is the only questionable idea. It would also nice to know more ways that are planned to improve all the students.
- The vision that the school-wide plan has is good.
- This school-wide plan is great. They will focus on what is needed and believe they will succeed that way.
- The school-wide plan is a great plan to get this school going with high test scores and everything.
- We want to keep the BHS School-wide plan. We have to keep our pilot family.
- I think with our new principle, Mr. Mendoza, he can handle this situation with what is going on because I have known him with my other children back in the years 1998 and 1999. He was the best help that my kids ever received. My kids left high school and became college graduates with degrees.

Theme 3: Providing necessary student support and structures

The following is the written feedback provided by participants on proper student supports and structures. The written feedback showed concerns over providing more support for students and not so much structural school changes.

- I would like for there to be more teachers and less students per classroom.
- This plan covers my student's needs. Division and separation never works.
- This plan is flawless, we need the extra classes.
- It is a perfect plan because it gives priority to students with special education and EL students.
- This plan is not too clear.
- The students at Banning do not want changes made to the school. They need more support.



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- The plan is fine, but I think that there needs to be more focus on the necessities of students on an individual basis.
- If the student voice is not heard there is no possible change.
- What can be done for the students who have good grades in their classes, but do poorly in the state exams?

Theme 4: Environment of higher expectations for students and better school staff collaboration

The following is the written feedback provided by the participants on higher expectations for students and school staff collaboration. The written feedback showed that higher expectations are needed for students and need for internal school collaboration.

- What a good teacher teaches is transmitted.
- My student vision for Banning High School is to have a relationship with GOOD TEACHERS and students, and to be able to work out a plan so that the students can be successful.
- Students are expected to perform more critical thinking skills— use Bloom’s taxonomy which was used 15 years ago.
- To be more prepared for the future. Let the students talk and express their concerns and opinions.
- For students to complete the requirements to graduate High School.
- For the principal, staff, and teachers to work together with parents and students to make change possible.
- I would like for more communication between the school and the parents.
- Foster an environment of academic and professional preparation for all students. I hope that what is ideal and professional in the plan becomes a reality.
- Will students who are both on track and those who are behind, be motivated to be successful?

Additional concerns and comments

The following is additional written feedback provided by the participants. The participants provided question on the small learning communities (SLCs), specifically how the plans seeks to improve the SLCs. As one parent asked, ***What improvements are there for SLCs?*** A participant commented on the lack of parent support and lack of communication with the school administration, ***For Someone to answer the phone or get back to us when we leave a message.*** Other participants commented on the ***lack of sufficient time to evaluate the plan***, and their discontent on the proposed changes and not meeting their expectation. As a participant commented, ***No plan meets my expectations. Not happy with any change made.***

School Vision

During the small group discussion, and based on the amount of written feedback provided, three themes were identified during the review of the School Vision by participants. These include: 1) clear community and school staff support, 2) resources and student supports, 3) and school community.

Theme 1: Clear communication and school staff support

The following is the written feedback provided by participants on improving the communication between community, parents, students, and school staff, specifically incorporating the voices of everyone in the school plans. In addition, participants showed concern in providing proper support for school staff.

- Communication with every parent. Communication between teachers and parents.
- Involve more parents. Thank you for taking our participation into account.
- I need more explanation on the plan. We need to hear the voices of the students.
- Must have quality teachers to do the job.
- Focus on professional development of the principal, teachers, and students to achieve high expectations.

Theme 2: Resources and student supports

The following is the written feedback provided by participants regarding their concerns in providing the proper resources and supports for students.

- It benefits the students.



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- More teachers, more school funds.
- We need AVID.
- I suggest more support for the students that are low income which basically is more than 50% of the students at Banning High School.
- This is a plan that does not talk about the preparation for students on exit exams so that they can graduate.
- Are the intervention classes going to be given to all students?
- Provide students with all the necessary tools they need to succeed.
- How will you strengthen SLCs? What about internships for other academies other than PORT? What about PATHA, CAL, Magnet?
- Academic recognition.
- To reinforce the small learning communities (Magnet center, Paths, Cal, Port, Freshman Academy).

Theme 3: School community

The following is the written feedback provided by participants on their view of Banning High School as a community school. The feedback showed that the participants favor a single school plan.

- This community revolves around this school. Yes, Banning is a safe haven for a student.
- My two children attend BHS. I feel the school puts their safety first.
- Keeping the school as one is the best decision available.
- The school will feel as a second home. In the next level, we must make sure students understand the job industries.
- The school is a place where everyone can co-exist and feel better about themselves and be confident that they will graduate.
- Good vision.
- Keep single plan for our school.
- A better future with the new principal and his plan.

Additional concerns and comments

The following is additional written feedback provided by the participants. The participants provided questions on how this plan will improve Banning and how the SLC's will be strengthened to improve the academics at Banning. One participant asked, ***Will SLCs be strong enough to bring Banning back to the top?*** Other participants commented on the clarity of the plan, their support for this plan, and organization and unity of the planning team.

School Performance

During the small group discussion, and based on the amount of written feedback provided, four themes were identified during the review of the School Performance by the participants. These include: 1) student performance, 2) parent friendliness and engagement, 3) student needs and supports, and 4) re-adjusting SLCs.

Theme 1: Student performance

The following is the written feedback provided by participants on their concerns with student performance at the school.

- At this moment, they are improving.
- Both my children passed the CAHSEE exam in 10th grade!
- We know the school isn't performing well. Why ask us?
- Where the school is now will improve greatly through this plan.
- The school is down. I think the School-wide Plan will bring success.
- Are students being accommodated based on their level of academic achievements? Our school is already experiencing improvement!
- Poorly performing or else we wouldn't be here.
- The number of graduates is low. Take into account the students in the plan.



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Theme 2: Parent friendliness and engagement

The following is the written feedback provided by participants on the lack and need of parent friendliness and engagement at the school. Overall, participants expressed a need to have more parent engagement efforts at the school.

- It's not parent friendly.
- The reality of the school is different. New students and staff make it feel uncomfortable. Our SLCs show strength!
- How is the parental involvement going to increase?
- I believe that it would be good for the parents to be able to communicate more with the teachers.

Theme 3: Student needs and support

The following is the written feedback provided by participants on their concerns regarding student needs and support. The concerns ranged from smaller class sizes to proper student supports and interventions.

- Students are not learning because there are too many students per classroom. There is not enough attention for the students because of the lack of teachers available.
- I agree with the fact that large class sizes have caused challenges. LAUSD has been making several changes that are making our school difficult.
- I think this would benefit AP students because right now 60 minutes is not enough for me to learn enough about the AP course. I also think the block schedule will benefit me by allowing me to take classes that I still need and take other extra-curricular activities.
- How much help will be offered to special education students?

Theme 4: Re-adjusting SLCs

The following is the written feedback provided by participants on their concerns regarding the re-adjusting of small learning communities to improve student outcomes. The feedback reflected a need to adjustment the current school structure without replacing it.

- The school is okay, all we have to do is work on the SLCs a bit better but other than that we are fine.
- With a little bit of adjustment, I believe Banning will be a better performing school.
- SLC aren't in order at the moment, but will become as shown in the school-wide plan which is great and will get the school moving.
- I think Banning is great as it is, the only thing needed is to be fixed and work together as a team and make it better.

Additional concerns and comments

The following is additional written feedback provided by the participants. The participants commented on their desire to keep the school as one and not divided. Other participants shared their approval of this plan, as one participant commented, ***The plan would be better because of everything that will be planned.*** Other participants suggested that more improvement is still needed at Banning and that this effort ***needs to be a joint work to achieve success in the graduation rates.*** In addition, one participant questions on how this plan will improve student performance, asking, ***How are students being encouraged to do better?*** Lastly, one participant commented on the issue of school security, ***For me, the reality is that there is a lack of vigilance and security inside the school. That is why a lot of students do not focus on their education and only do drugs. The sad thing is that the school staff knows about this.***

School Priorities

During the small group discussion, and based on the amount of written feedback provided, three themes were identified during the review of the School Priorities by the participants. These include: 1) support current school structure, 2) support of school prioritization and providing student support, and 3) parent and student involvement.

Theme 1: Support Current School Structure

The following is the participants written feedback provided on supporting the current school structure.



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- I prefer that it remains how it is right now since we have the support of the community, students, and teachers to construct a better school.
- The school is doing a fine job for my family.
- I agree to go back to the way it was.

Theme 2: Support of school prioritization and providing student support

The following is the participants written feedback on supporting the team's plan school prioritization and student supports. The written feedback reflected the need for school supports that encouraged college and career readiness and help student with specific needs.

- I feel the school has their priorities in order.
- I am glad you are prioritizing and really helping the disabled and those who don't speak English that well. I support school wide plan 100%.
- I believe that the school priorities are great!
- Get SLCs together and make the school work good and make us better students.
- AVID program is greatly effective for students as well as the block schedule.
- Provide the necessary time and attention to the students, who are really the priority.
- For students to go to college.
- The students should reach academic skills as well as preparation to go to college (This has to be the goal).

Theme 3: Parent and Student Involvement

The following is the participants written feedback provided on parent and student involvement. Acknowledging the student voice as part of the plan came across as a concern for the participants.

- I like the ideas of having parent involvement to encourage academic growth. Parents too need to be held accountable for student learning. It takes a community to educate a student.
- Taking into account the opinion of the students is really important.
- Student Attendance.

Additional concerns and comments

The following is additional written feedback provided by the participants. In general, the participants commented on the sports, the block schedule and the SLCs and how it will be affected or function under this school plan. The issue of security and having qualified teacher were other common concerns for the participants. Based on the comments, the participants sought assurance that the student will be in an environment that will be protect students as well as be a good learning environment. As one participant commented, ***Have good teachers in the classrooms and good security inside and outside of the school.***



Session 3 Report – Dialogues with Planning Teams

Planning Team One: BANNING ACADEMIES OF CREATIVE AND INNOVATIVE SCIENCES (BACIS)

1. Planning Team Presentation

The planning team described their school plan by highlighting the four pillars which will help students to be college and career ready: 1) **Academic Preparedness**— create a culture of higher expectations where Banning is a school that people will want to come to; 2) **Career Readiness**— every student is ready to go to college; 3) **College Knowledge**— every student knows what is expected to go to college, and does work in High School to get them ready; and 4) **Academic Tenacity**— student will be capable in overcoming challenges.

The team presented on the school data and Banning's low student performance, and described the SLCs as vulnerable and part of a broken system. They also emphasized that the school planning teams were not competing with one another but rather providing more opportunities. In addition, the team spoke about starting a PTA that would create a governing board with parents and allowed the engagement of parents. Lastly, the plan will provide individualized interventions for ELs and students with disabilities.

2. Questions and Answers

The following were questions directed to the BACIS Planning Team:

Question 1: *Why is Banning going to split up? Why can't we use the BACIS "ideas" and just improve and keep the SLCs? Keep Banning the way it is.*

- The team doesn't feel it is splitting up the school. We are reorganizing the school, and feel like the school already operates in SLCs, that was done seven years ago.

Question 2: *Why do you want to get rid of the traditional SLCs, and why not focus on making them stronger?*

- This sounds like the last questions. We reorganize the SLCs seven years ago and the principal had a vision of five autonomous schools, but it never really happen. When we look at SLCs, the flaw we see, even if you have a great principal who can get us on the path, the next principal might not share that same vision. We see the SLCs as being vulnerable to back slides.

Question 3: *Will a health science curriculum be incorporate to the BACIS plan and if so how?*

- My understanding that there is this component in the other school plan. No, we do not have this focus.

Question 4: *How will it affect me since I will be a senior, seeing that I am not interested in engineering or computer science?*

- It has to be decided over the next semester. We are not focused on freshmen or other groupings. We apologize if it seems we are focused on freshmen, but we are focused on a comprehensive plan. I think there is a misunderstanding here, we are not trying to compete with the other plan, and not trying to restructure the school.

Question 5: *What's is going to happen to the kids that don't fit into computer science, magnets, or engineering?*

- Our plan is not focused on the entire school. If students are interested in art, they will go to another school with those opportunities. We are talking about increasing student options, not decreasing student options.

Question 6: *How will extra-curricular activities like sports teams or band be affected?*

- That will be something that both plans can work out during the implementation of the plans. One way with these exists in other comprehensive high schools are in their after school programs that have these activities. There is no reason to assume that we will be a decreasing these activities, you do not see this



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elimination on the plan. Don't listen to rumors, read the plan. Many schools operate with different school bells, and there are options for students to participate in school.

Question 7: *You have three central philosophies. Where amongst these academies does career training in health care, cooking, fire science, police force, and other jobs NOT related to computers, digital art, manufacturing, and engineering left?*

- The PSC is not a competition. What we are offering is a restructuring and offering different opportunities for other students to go into the science/computer/manufacturing...the other plan offers others. Right now there are no systems to monitor your child in the SLCs to be academically successful.

Question 8: *How do you plan running a school, if you can't run a classroom?*

- Moderator stopped this question.

Question 9: *How can we help as a non-profit veteran's organization in the community for Banning High School. He also commented: Parent's thank you for your presentation. Wants to see how he can help as a non-profit and have another meeting for parents, so that you can explain the plan.*

- We do value contributions by the entire community. We are eager to have a partnership and will like to refer you to our website, and list your comments onto the discussion board there.

Question 10: *My name is Diana Medel class of 2013. I am a senior and graduating in May. I am here because I care, I'm here because I have been changed and done a full 360 because of my SLC. I'm here to show support for my community, the love of my life, the Wilmington Community.*

- There are some SLCs that are very strong, and others that are not. The classes are not program to give teachers/students...to really get to know the students...90% of my students are not in my SLCs.

Question 11: *Can all the ideas be combined for a better school?*

- At this point, the time ended. The participants began yelling and they felt that they did not have enough time to be heard and voice their opinions.

Additional written comments and questions

The following were additional written comments and questions collected after the presentation/dialogue with the planning team from parents, community and students:

- How will students coming from middle school be segregated or separated? Why is your program, so different than magnets?
- How will other students be placed if they are not interested? What will you do if students start to lose interest?
- You say you are not trying to duplicate an academy, but PATHs is currently being duplicated, giving that we already have engineering programs.
- What will you do if there is not enough students to enter? What will you do, grab students from Banning? Will they be forced to attend your school?
- How exactly will your plan help every student with what they want to do?
- You say we are not duplicating other academies. However, we currently already have an engineering/technical SLC. What is your response to that?
- What priority would student with special needs be given? How will they be treated? And where would they be placed if they do not complete the rigor of the classes you are offering?
- If there is not a lot of money than why do you want two schools? Because there are only four teachers that want to change the learning process here.
- How will you get rid of poor performing teachers? Can you fire them? Does public school choice allow that even for other proposals/options?
- Why two schools? Why not combine or incorporate the BACIS into the school-wide plan?
- Why should BACIS make a change? The superintendent will not even be here next year? Does he really care or does he just want to look as if he did something good? Why can't BACIS's ideas just be put into



Public School Choice 4.0 Academy Session Reporting Template

Banning without reconstructing the school? Banning will be great with the turn-around plan! (*note: all in the same index card*)

- Would I be privileged to choose what school I would prefer to attend?

3. Suggestions/Comments made by parents during dialogue

Because of the limited time, participants did not provide comments since they had difficulty in reading the school plan and understanding its components. However, written questions and comments during the dialogue were collected.

Planning Team Two Name: **BANNING HIGH SCHOOL-WIDE PLAN**

1. Planning Team Presentation

The planning team presented on the four components of the school plan: 1) **Student Vision**— career ready and college prepared, responsible citizens, respectful, proficient in more than one language, well rounded education and prepared to be leaders; 2) **School Vision**— want Banning to remain the beacon and pride of Wilmington community, where students and parents feel welcome, with administrators that have high expectations. This school plan has high and clear expectations, with small personalized and supportive environment for students. Seven years ago Banning HS was the first school to exit PI status through small learning community model, the system has become broken for some reason, and we want to realign the SLCs; 3) **Student Performance**— 30% of students are not graduating, so will refocus the SLCs to provide students with the needed extra support, especially for English Learners and special needs students; 4) **School Plan Priorities**— meaningful classroom experience and students to be college and career ready and have a new block bell schedule. The longer classroom time will support better relationships between students and teachers. The plan will also create opportunities for enrichment classes, AP classes, intervention classes, and tutoring classes.

2. Questions and Answers/Comments

The following were questions and comments directed to BANNING HIGH SCHOOL WIDE PLANNING TEAM:

Question 1: Will the strength of the current SLCs have an impact on our student success?

- Each SLC will have all of the students. We will personalize the advisories; each SLC will be looking at this.

Comment 1: I am parent volunteer, we all want the best for our students, I would like to see the potential of all the presenters to get together to be united and have a better school. I want to see a better school, so that my students can compete, so that they are prepared to be workers in this community.

Comment 2: (senior student): Thanks to my SLCs, I am here because I care, and have done a 360, and we are here to show support for my community and SLCs.

Question 2: You talk about strengthening about SLCs, by seating with teachers, how do you plan to strengthen SLCs?

- By having a partnership with communities, and have the students be career ready by providing summer internships, allowing students to be ready to compete with the workforce.

Question 3: Teachers create expectations, how will you root out/fire poor performing teachers? With what tools under public school choice?

- The school has to be aligned with the UTLA contract; the principal doesn't have the power to fire a teacher. Administration is in the business to develop the teachers, to better their craft; and we have to follow due process by providing a strong professional development schedule, constant monitoring by administrators, and having teachers perform and deliver.



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Question 4: *How is the block schedule going to work?*

- The bell schedule will have classes 90 minutes in length, and weekly advisory periods within the SLCs. Students will have access to student credit recovery classes through a two by eight bell schedule.

Question 5: *For the class of 2014, won't we technically be behind credits since block scheduling will raise the required amount of credits in order to graduate? How does that work?*

- It will not change the credits needed to graduate. You will have more opportunities to take more electives and more opportunities on the two by eight bell schedule.

Comment 3 (student): Students supports this plan, and want this plan for our school.

Comment 4 (senior student): Knowing other high schools like Carson, Rancho Dominguez, San Pedro, students are not happy with the block schedule. I don't understand why we are being timed; this is a concern that we have. We shouldn't be timed; we should have time to speak.

Question 6 (Alumni from banning): *I find that you all are putting out a good plan but the practice scares me, I find a strong that there is not a lot of transparency with the students and parents on what will happen when the corporations are filtered into the school. Students do not have enough information to know what is affecting their community. Environmental justice and racism... what will happen when these other entities come in...corporations...biggest concerns...members in the community need to know that. My Concern is relying on Chevron and how it will influence education on environmental justice issues in the community.*

- We have the opportunity for college students to come and speak about environmental studies. Case studies will be integrated into the classes. I agree that students need to be aware about it, because this impacts daily life.

Comment 5: As the Assembly Student Body President, I am not looking to having schools split up. Why set up our schools to create new standards for our students, why go through all this and not go through what we have and strengthen it? I would like to restructure SLCs to strengthen them. I am speaking for my peers for this plan to be passed. ***The following is the full written comment: Hello everyone, my name is Yesenia Rios, the current ASB President of BHS. I'd like to point out that I am most certainly not looking towards having our school split up. Yes, I see they have very well set plan and it is clear on what they want to do. Now, my concern is WHY split up our schools to create new standards for our students? WHY go through all this when instead of trying to create new schools, we can work with what we have and strengthen it. Our school is currently in hold of SLC's, including, PORT, CAL, PATHS and Magnet, these SLC's motivate our students to work towards what they want to do when they graduate. Instead of getting rid of our SLC's we can restructure them to give us a higher graduating rate. I, Yesenia Rios, a Junior and Representative of Banning HS, am speaking for not only myself but for my peers who are in favor of the Banning High School-Wide plan to be passed.*

Comment 6: Were ESL speaking students considered in the plans due to their scores? Both programs are very disrespectful.

- ELL coordinator response to comment: Out of the 450 EL students, 204 ELs have IEP and their scores impact all of the high school tests scores. We will work with everyone to provide extra support. The classes are not realistic the two by eight schedule allows them to take more classes. In the school plan we are specifically looking at struggling student and that they can take more enrichment classes.

Question 7: *Why can't we put all the plans together and make a better one?*

- Students are struggling to reclassify; right now the policy we have is for students that have not reclassified need to take two English classes. If a student needs to have two English classes and two math classes, they do not have any room to take any other classes. With the block schedule we can add two more periods to have students take extra electives of their choosing. The 54 minute periods are killers in AP classes. A lot of the AP classes need more time for enrichments. High school should be a meaningful place for you, the block schedule will provide electives that will provide enrichments, high school should provide that.



Public School Choice 4.0 Academy Session Reporting Template

Additional written comments and questions

The following were additional written comments and questions collected after the presentation/dialogue with planning teams from parents, community and students:

- Instead of creating new so called SLCs. Why not try to restructure our current SLCs?
- What about our sports?
- What will happen to sports?
- Where would all the non-magnet student go, if they decide to go to that plan, because not everybody is the smartest?
- If we barely have enough money for teachers, why would we have money to pay for computers? Some teachers don't even know about computers. How is that going to work?
- This community is already divided. Why continue to divide this community by dividing the school.
- How has the community been informed about this process? I am an active member in the community and had no notification of the process or these meetings, until last week!
- Why are these meetings not published in the newspaper for the community to be made aware? Why doesn't the district give the new principal a chance to improve the school? You know the decision has already been made by the district.
- Why won't you let people talk? Is there something you don't want us to know?
- Students have a voice, but the block schedule is not something we want. Why can't we have the plans together and benefit everyone?
- No help, no care. That is what is being shown! Students are not allowed to speak or say what they feel. We are cut out.
- Me as a parent would like to have the school stay the same and not for it to be separated.
- Instead of being concerned about SLC's, we should consider opportunities for students to have a chance to get tutoring when needed.
- Why change the school? Why not drop both plans and leave Banning how it is, just improve it, not change it?
- What about jobs in other fields such as hotel management, small business start ups and account and management.

3. Suggestions/Comments made by parents during dialogue

Because of the limited time, participants did not provide comments since they had difficulty in reading the school plan and understanding its components. However, written questions and comments not during the dialogue were collected.



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Student Presentation

After the questions and answer portion of the section, students were given a time to speak around a survey they disseminated. The following were the observations made, and comments taken:

- Students at Banning High School disseminated a survey to gather more information on the understanding that students had around PSC and their preference of school plan.
- Out of the 191 students surveyed, over 90% expressed to see school as one, preferring the Banning High School-Wide Plan, and only one out of three students understand PSC.
- Student expressing that only now our voices are being heard, you cannot execute these plans and we are willing to work together to implement a plan.
- Facilitator asking them to end time to speak; students are upset since they understood that they had 15 minutes to speak and not less than 5 minutes.

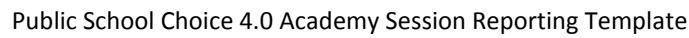
Below are the electronic versions of the results collected from the surveys, along with the full testimonial students wanted to give during this PSC workshop:

Good evening parents, teachers, community members, and fellow students. I am Daisy Martinez, a junior involved in Leadership and Youth Action here at Banning High School. Today, I want to speak on behalf of my fellow students who feel as though our voice has not yet been heard. Due to the lack of communication, it has taken months for our student body to finally realize the changes we face. We feel as though only some of the team members for each proposed school have attempted to reach out to us. We feel like our voices have been shut down by certain members when we ask to be informed. We feel that we, in the end, will have to live with a plan that was implemented and we had no choice. We feel as though this is unfair treatment.

As a group of concerned students, we conducted a survey here at Banning High School during our lunch period on November 1st, 2012. We took time out of our own lives because this issue means a lot to us. We did so in hopes of discovering how aware the student body is about Public School Choice and their feelings towards it. Over 90% of the students surveyed expressed a belief in keeping the school together as one. **Over 90%.** Around 80% of our students did not feel completely informed. And only one out of three students actually felt educated about what Public School Choice even was. The tallied percentages speak for themselves.

It is absurd that only now our voices are being heard: 9 days after these plans have already been submitted. But I vow to have these opinions voiced. My fellow students in Leadership and Youth Action will be the voice for these students today.

Although our situation may not be the greatest, you cannot give up on our generation. You cannot execute these plans on us, because past generations were not given the proper opportunities. We Pilots are a family, united as one. We are willing to work together to help our school. We support a single school plan.

Public School Choice Student Survey Data

Public School Choice Student Survey
(Please Circle)

1. Do you support the school splitting into more than one school on a single Sanjour Campus?

Yes _____ No _____

2. Do you feel informed about Public School Choice?

Yes _____ Somewhat _____ No _____

3. Do you know what the Public School Choice is?

Yes _____ Somewhat _____ No _____

4. How do you feel about Public School Choice (PSC) and how do you think the school could do a better job to increase student graduation?

NAME: _____ GRADE: _____

Over-all Student Body Results:

Yes	4.25%
No	94.5%
Undecided	1.25%

Yes	12.5%
Somewhat	49.5%
No	38%

Yes	36.75%
Somewhat	33%
No	30.25%



Public School Choice 4.0 Academy Session Reporting Template

Results by Grade:

Freshmen Class of 2016

Total Freshmen Surveyed: 22 students

Do you support the school splitting into more than one school on a single Banning High School?

Yes	5%
No	95%

Do you feel informed about Public School Choice?

Yes	18%
Somewhat	36%
No	45%

Do you know what Public School Choice is?

Yes	41%
Somewhat	27%
No	32%

Sophomore Class of 2015

Total Sophomores Surveyed: 27 students

Do you support the school splitting into more than one school on a single Banning High School?

Yes	4%
No	96%

Do you feel informed about Public School Choice?

Yes	4%
Somewhat	59%
No	37%

Do you know what Public School Choice is?

Yes	33%
Somewhat	37%
No	30%

Junior Class of 2014

Total Juniors Surveyed: 92 students

Do you support the school splitting into more than one school on a single Banning High School?

Yes	4%
No	93%
Undecided	2%

Do you feel informed about Public School Choice?

Yes	12%
Somewhat	50%
No	38%

Do you know what Public School Choice is?

Yes	37%
Somewhat	36%
No	27%

Senior Class of 2013

Total Seniors Surveyed: 50 students

Do you support the school splitting into more than one school on a single Banning High School?

Yes	4%
No	94%
Undecided	2%

Do you feel informed about Public School Choice?

Yes	14%
Somewhat	54%
No	32%

Do you know what Public School Choice is?

Yes	36%
Somewhat	32%
No	32%



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The final question on our **Public School Choice Student Survey** was a free-write. The student was able to make commentary on how he/she feels about the Public School Choice matter. It also asks how they feel the school could better itself and achieve its goal of raising graduation rates at Banning High School. The following are a few of many student responses:

How do you feel about Public School Choice (PSC) and how do you think the school could do a better job to increase student graduation?

"I think Banning should stay the same. I think the number of students who graduate is going to stay the same because it [is] all dependent on the students."- 9th grader at Banning High School

"I feel so awful that the PSC would even think about splitting the school in two. Splitting the school will affect students negatively."- 10th grader at Banning High School

"I do not like it one bit. They don't even inform us about it! Fire the bad teachers and bring back the good ones. Give us opportunities."- 10th grader at Banning High School

"This is my first year in GESA and I already love it. I don't want them to take away the SLCs. I don't like it at all. And we should get more informed about the PSC so we can make sure it doesn't happen."
- 10th grader at Banning High School

"I think the school should stay as one because if no SLCs are at school no one will have motivation to be a part of school and eventually drop out."-10th grader at Banning High School

"I feel that, why should it be split broken apart if we have careers planned ahead of us? That is why we chose our SLCs. If Banning is broken apart, how are we supposed to know about our career path?"
- 11th grader at Banning High School

"It's a good way to increase test scores, but everything isn't even 100% settled. Everything is up in the air and I don't feel informed enough to decide whether the PSC should be passed or not. There should be mandatory assemblies during school so all students get the opportunity to know what exactly is going on."
-11th grader at Banning High School

"Although Magnet students will not have a guaranteed spot, many of us should qualify for the magnet school. A thorough evaluation should be made, not a raffle."- 11th grader at Banning High School

"I support the block schedule. Although, I do not like the use of technology in classrooms. We cannot rely on technology. It holds back students from learning and takes extra time."
- 11th grader at Banning High School

"Get student opinion before going on with the plan." -11th grader at Banning High School



Public School Choice 4.0 Academy Session Reporting Template

"I do not think the school should split up in different sections, it would only cause more rivals. The school should offer more classes and have LESS students in a classroom."

- 11th grader at Banning High School

"Splitting it up will just make it worse because there will be fights on what school is better. The bonds with the teachers and students will be broken and students will lose interest." - 11th grader at Banning High School

"They let go a lot of good teachers and put in ones who are not as good." - 12th grader at Banning High School

"I feel that teacher's who are splitting the school up shut down my voice by not informing me."

- 12th grader at Banning High School

"If the school stays together than teachers can work together. This would help them teach better and project a better graduation rate." - 12th grader at Banning High School

"I have family in this school and would love for them to graduate from the same Banning as the High School I graduated in." - 12th grader at Banning High School



Session 3 Report – Participant Feedback Form Responses

PARTICIPANT FEEDBACK FORM NARRATIVE & RESPONSES

BANNING ACADEMIES OF CREATIVE AND INNOVATIVE SCIENCE (BACIS)

Total Forms: 150

1. Student Vision	Does Not Meet My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the skills and knowledge that students will gain to be prepared for the next level of learning.	99	30	11	3
The writing team has clearly identified what students will know, understand, and be able to do when they leave this school.	91	31	11	1
TOTALS PER COLUMN	190	61	22	4

Written comments from the feedback forms:

- Our questions were not answered. No plan meets our expectations. Please leave our regular school tradition.
- Information was not complete. Many questions were not answered. I did not get a clear picture of the proposed school plan and how it would be implemented.
- Terrible response to my answer of extra-curricular activities. There wasn't enough time to hear and answer the community's questions! Horrible!
- They need to improve the plan and identify better the needs of the students.
- Need to think about the kids that are not passing.
- Need to work at giving speeches.
- I feel there should be more opportunities for the students.
- I feel like they're only thinking about students in technology.
- At what point did you have parents have a voice on your innovative research project? Did you present it to the School Board?
- No structures on how student scores or performance would improve.
- How will students be picked for this plan?
- Go run a different school, not ours that has been going for so long.
- What happen to our right to speak, they really didn't answer our questions, they sugar coated it, what about people that are interested in business? You're focusing on science and engineering? But not on other important careers? Unfair.
- I would like more information on this plan. I'm still confused over this plan after discussion.
- I am not interest in engineering or computer science and I would like for the school to stay as it is and not take away its potential in being a pilot.
- HORRIBLE!!
- Not interested in engineering or computers. Keep the school the way it is! We don't want any changes in our school. You can't take our school pride from us.
- They need to explain more to understand their vision for students.
- I understand you're focusing on those pillars, but what about the students that don't plan on being



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anything you're working on. Personally, I would like a drastic school change for kids being nurses, or chefs, or artists. It really isn't fair that kids in these categories get such help and we don't.

- Let us focus on the specific SLC we choose.
- I believe that there is no point in changing because the school is fine.
- Focus on the weaknesses; don't bring everyone down just because 1 SLC is struggling. BE SMART!
- Leave Banning as it is! 15 min is not enough for our concerns.
- What if people don't have computers at home? There are kids that are going to be forced into this school without their input! Learning off of a computer is NOT going to help or have higher graduation rates.
- How are they so sure that with what they say will improve the school?
- Why not just focus on the weaknesses of certain SLC's? Why waste time trying to change the whole school?
- It met everything but I don't like it.
- They are really unprepared. The school is broken up why break it up every more? You guys should all just improve on the SLC's instead of removing them.
- I believe that the plan doesn't meet my expectations because it did not mention what would happen to students with special needs, if they do not complete that course requirements.
- Need time for replies without interruption of the person presenting because I cannot concentrate. The plan was presented in the ideal and professional way but I would like to see it in practice and in the students graduating from the school. Congratulations on the plan and we hope to see the change and accomplishments of the school.
- The student aren't really being represented, it seems like the teachers' interest are being put forward.
- No students on planning team so this can't be the student's vision.
- School must implement a reading program so students can comprehend the questions in the normal tests that school requires them to take.
- They need to focus on every child/student.
- I didn't hear about the student that need special class, in what way will they be supported and also for EL.
- I need more time to read and answer the questions. I say this as an alumnus from this school and we want a clean and good school for our children.

2. School Vision	Does Not Meet My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team has identified what the school culture will feel like for parents and students.	99	30	6	1
The writing team has identified what the school must do to make sure that all students are successful and prepared to go to the next school level and beyond.	90	25	12	2
TOTALS PER COLUMN	189	55	18	3
<u>Written comments from the feedback forms:</u> <ul style="list-style-type: none"> • What will happen to students who don't fit the criteria for your program? Think about it, you are forgetting about students who have a learning disability. • Our questions were not answered! • Because they have not explained what will happen to the other kids that would not fit into the new 				



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school.

- I did not like this team's plan.
- Liars!
- I feel they should have taken consideration all students not just the achievers.
- Perhaps the students could not relate to teachers and therefore students are not meeting academic standards.
- It's not for everybody.
- I don't think anyone knows what you're talking about.
- They identified what students must do to be prepared for college and career, but I do not feel school culture was adequately identified.
- Who has made this choice?
- Did not address Spanish-speaking parent's inclusion.
- Didn't state their entire plan, just went over SSL's, not the future of the program they are trying to create.
- The school is bad for our future youth!!!!
- I just believe there should be more opportunities given to students who don't fall under these "pillars"
- NO CHANGE!!
- Our program now is doing very well with parent and students being involved.
- I needed more time to understand what the plan wants to do.
- Parents and students want to keep the school together.
- What will happen to sports?
- The plan is dumb.
- What if we aren't interested in that?
- A school with dedicated staff and professional respect towards emotions, spirituality and using correct actions and the best outcomes for the majority of the students.
- The school plan doesn't have a strong foundation. A lot of questions weren't being answered.
- There must be teachers qualified for the job; apparently somebody is failing that process.
- The BACIS team did not convince me with what they were explaining. I did not like the plan.
- Why teach one student and not all.
- They are making propositions for only one part of the student body but not for the rest.

3. Student Performance: Where is the School Now?	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified areas within the school's performance that highlight areas of strength.	78	40	8	4
The writing team identified areas of concern where growth is needed.	74	32	20	3
The writing team demonstrated a thorough analysis of data to address the needs of all student groups.	86	26	12	2
TOTALS PER COLUMN	238	98	40	9
<u>Written comments from the feedback forms:</u>				
<ul style="list-style-type: none"> • How will BACIS's plan help students? (PTA, how will parents be motivated to come to the PTA meetings? • Nowhere close. 				



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- I felt insulted by the fact that the presenter stated only certain academies make achievement. It was like they were blaming the rest of the academies for our failures.
- We want more time to read the plans.
- We should focus on our weakness, not trying to change the whole school
- Learning from a machine isn't fun. We need teachers! Students shouldn't be put somewhere where they don't want to be.
- I believe that learning in a computer won't help improve anything.
- I don't want to learn from a machine. I don't think students should be forced into this program when they don't want to be a part of it. This will just make problems.
- I have had Paskowitz as a teacher and he didn't care for us, so how would he care for his school
- The BACIS will not help anything. It will make everything much more complicated.
- We want to keep it the way it is; it gives us a better advantage to focus on what we want.
- I do not agree with his plan because you are only considering a certain type of students and forgetting about everyone else.
- I AM NOT SATISFIED!
- So disorganized.
- The meeting should have been extended. Timing was very poor.
- Didn't have data to prove anything.
- It will only benefit the teachers not the students.
- The only thing I can say that can better the school is to evaluate the teachers on their effectiveness and not seniority, because you can see the results when you don't.
- For the most part the team was fine with identifying areas of concern but severely lacked a thorough analysis with the students.
- For Banning to stay as is.
- There are SLC's in place now that are sufficient enough for our students. BACIS only focuses on a certain component of kids/ interest of kids.
- They need to stop all of their disagreements and create one school.
- How will this new program help/benefit ELS students and students with special needs? What's the process of elimination for students to qualify into this program?
- Not meet expectations. Not explained. Our questions were not answered.

4. School Turnaround: School Plan Priorities	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the top priorities for the school to improve student achievement.	76	29	16	4
The writing team clearly demonstrated that they know where the school is now and what needs to be done to get to the school of the future where all students are high achievers.	73	33	13	3
The writing team identified various strategies that will be used to ensure the success of students.	74	30	16	2
The writing team identified support that is needed for their faculty and staff to turnaround the school.	82	27	10	1



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TOTALS PER COLUMN	305	119	55	10
<p><u>Written comments from the feedback forms:</u></p> <ul style="list-style-type: none"> • Priorities are all messed up. • Only spoke of 9th grade class. • They weren't focused on student's personal wants/needs. • They don't have ANSWERS. • I did not understand this meeting because they did not put someone who was bilingual. • It only focused on the incoming 9th grade class, what about the rest? • Not going to improve without teachers! We're going to learn from machines, which is dumb. • The priorities are fucked up! • Students and parents have had no choice in this!!! It should not be called public school choice rather Mr. Deasey's school choice. • NO CHANGE! • Not a professional meeting • They didn't state anything about the other school besides the one they wanted to create. • To start with school reform you need to leave behind politics and teachers need to work. • This team does a great job identifying the top priorities and demonstrating what they know. • We do not want the school to be divided and stay as is, because students who are not doing well will not be met under this plan in comparison with those doing well. • Idea and thoughts were not expressed in a way parents in the audience could understand. It was offending for them to keep talking about college when some kids already know that they will not be able to go to college. • No, I didn't notice that this team identified various strategies to ensure student success. • This project isn't helping the community! No on dividing Banning! • Not happy with the vision. Our questions were not answered. 				



BANNING HIGH SCHOOL-WIDE PLAN

Total Forms: 158

1. Student Vision	Does Not Meet My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the skills and knowledge that students will gain to be prepared for the next level of learning.	5	23	61	56
The writing team has clearly identified what students will know, understand, and be able to do when they leave this school.	5	18	61	60
TOTALS PER COLUMN	10	41	122	116

Written comments from the feedback forms:

- *The Plan makes me feel better about my future and the future of this school.*
- *I believe this plan will be successful since it is a slow changing plan (not extreme change). It will help students catch up in credits. Plan includes sports.*
- *I like this!*
- *Si Se Puede!*
- *I love Banning! Please try to keep it the same.*
- *I love that I will be career ready and college bound!*
- *Not too complicated, easy to understand. Beneficial to all students!*
- *It's an awesome plan to learn!*
- *Very strong and it's a good idea and plan. I like the plan.*
- *I agree to keep our traditions. Banning High School is the heart of Wilmington. To have more opportunities is what we need to keep.*
- *We hope to have all the parents not only me, I hope that the promises are met. Thank you.*
- *It's practically going to be the same thing as Banning. If there's going to be changes, the changes should be better than what Banning has done.*
- *Stop filtering my voice.*
- *Why are we timed, when we're supposed to express our thoughts?*
- *We need to prepare our children for university.*
- *The last two are stupid.*
- *Starts in the classroom!!*
- *I like the fact that students won't have to wait for summer school to make up a class they can do it throughout the school year :)*
- *When will it be spoken who is more capable to have the school plan?*
- *One Wilmington.*
- *Give this school wide plan a chance.*
- *The identification of each individual student need was not explained.*
- *Hearing both sides I am for the BHS wide plan.*
- *Keep single school plan.*
- *To support the students is the most important and to work together is the best. Always take into account the student, because when you ignore them you lower their morale.*
- *More accountability and delivery with commitment is key. Increase in graduates will be the real results. That everything becomes real is what I expect in practice with teachers and at the professional level.*



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- ***More accountability, commitment, realized and professional development. More graduates would be the real results. That everything is realized, that is what is expected in practice with teachers and at the professional level.***

2. School Vision	Does Not Meet My Expectations	Partially Meets My Expectations	Meets My Expectations	- As long as sport are not affected!
The writing team has identified what the school culture will feel like for parents and students.	9	26	45	62
The writing team has identified what the school must do to make sure that all students are successful and prepared to go to the next school level and beyond.	8	16	49	66
TOTALS PER COLUMN	17	42	94	128

Written comments from the feedback forms:

- This plan can help me to make sure I graduate.
- Should help other SCLs, other than ITA with internships. Other academies should have these opportunities too.
- PERFECT!
- I'm cool with block.
- I would be proud to graduate from the reformed school.
- We need AVID.
- This school has the perfect plan for a better learning and looks very prepared.
- Si Se Puede!
- Both parent and students are greatly involved with our school. Parents have great pilot pride right now!
- As long as sports are not affected!
- Stop filtering my voice.
- Culture of my students together stronger and empower the student with academics.
- Need to bring back the pilot center
- 2x8 block bell schedule is perfect!!
- Improve the communication between the school and parents. The need to implement a PTA in this school, why doesn't it have one?
- Keep the single school plan.
- Work with respect and unity in schools. Favoring everyone equally is how you achieve change. Working in collaboration shows your professionalism.



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3. Student Performance: Where is the School Now?	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified areas within the school's performance that highlight areas of strength.	11	25	48	58
The writing team identified areas of concern where growth is needed.	14	19	51	58
The writing team demonstrated a thorough analysis of data to address the needs of all student groups.	10	24	46	57
TOTALS PER COLUMN	24	43	97	115

Written comments from the feedback forms:

- *Perfect!*
- *STRONG!*
- *Good presentation.*
- *I like this plan more. They have better things and better opportunities for students.*
- *I agree with this plan.*
- *The school is great how it is right now.*
- *I like this plan more because it looks to be better from the other, BACIS, for the reason that students can continue to play sports during school hours and not after school.*
- *My concern in this school meeting is that everyone focuses on the economical. For example, the parent center only dedicates itself to selling and not watching the school.*
- *This program supports more students that are learning English.*
- *The students are not developing as capacitated students to be prepared in their futures.*
- *Stop filtering my voice!*
- *Addressed the issue that students will be technologically equipped for the 2020 century.*
- *I want them to motivate the students and that the counselors help them and for them to be consistent.*
- *Very well explained.*
- *It is not for everyone.*
- *Looks like they understand the metrics to improve.*
- *It's the same bull every time but don't say much.*
- *Keep single school plan.*
- *Put more attention to EL students and to give more opportunities to students during their final exams so that they can graduate.*
- *I want to support because they are listening to students and giving responses that is how you achieve real changes.*
- *I want to support because they are listening to the students and giving responses which is how you achieve actual results. We need less promises and more practice implementation and delivery in both the professionalism and accountability. Increased student graduates are real results.*



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4. School Turnaround: School Plan Priorities	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the top priorities for the school to improve student achievement.	10	15	53	58
The writing team clearly demonstrated that they know where the school is now and what needs to be done to get to the school of the future where all students are high achievers.	11	15	55	56
The writing team identified various strategies that will be used to ensure the success of students.	9	19	55	60
The writing team identified support that is needed for their faculty and staff to turnaround the school.	8	25	51	57
TOTALS PER COLUMN	17	44	106	117

Written comments from the feedback forms: Thank you for recognizing AVID again!

- **PERFECT!**
- **NICE!**
- **I like this plan a lot.**
- **Great plans!**
- **The school wide plan is good it is emphasizing what has to be better.**
- **GREAT!**
- **I agree with block-schedule to give students more opportunities.**
- **The plan looks to me to be good but there should be a part where the plan helps those students not mentioned in it. For example, 9th grade from last year. Thank you.**
- **I like this plan because it concentrates on the students plan.**
- **As long as sports are not affected!**
- **Be honest, how does this affect the students who have a hard time learning. They are going to fall through the cracks.**
- **The plan is a good idea but the whole process has not been explained and how it will affect the kids.**
- **Stop filtering my voice**
- **Addressed the needs of the ELD standards and student with special needs. More focused in small SCC to prepare students for college.**
- **Block schedules nowhere near a good idea.**
- **Very informative! Use the community as a partnership, we have a JC located here and have lots of resources that can be used! Good to see them heading in the way we should be!**
- **Do not like block schedule.**
- **Forget it**
- **There was no identification of more supervision in the plan; there is not sufficient school security.**
- **Keep single school plan.**
- **Prepared teachers in the professional sense, and emotional where they are, happy with their profession, open mind. Collaboration between principal, staff, parents, and students. Increase in graduation rates.**



Addendum - 1

*****The following were written/observed comments and questions collected after the presentation/dialogue with planning teams from parents, community and students.***

Student Testimonials:

- You are not letting us be heard.
- We were promised that we would be heard and given 15 minutes to talk. We did not have the opportunity to speak, and I don't want things to get missed.
- Students are talking to the district representative and he is saying that there will be a meeting with students where we will have a voice, and the presentation of the survey will count.
- One of the team members of BACIS threw away the student flyers, stating that students should not get a say in this process.

Community Member Testimonial:

Hello Rocio,

I talked to you last night regarding my comments for the Public School Choice meeting at Banning High School. My name is Trivel Browne, and I am currently the Vice-President of the Banning High School Booster Club.

I strongly support the school wide choice plan presented by Principal Rudy Mendoza and his staff. The choice for separate academies at Banning would not be productive for the students. Banning High School is a community school. There is a deep passion by students, teachers, alumni, and citizens living in Wilmington. On the front of the school, there is a painting that says "A Special Place". It truly is a special place where Banning represents what is good about Wilmington. To hear that people want to "break it up" is disheartening and goes against the very fabric of what Banning High School means to the community of Wilmington.

This year, Mr. Mendoza became the principal of Banning High School. When news spread of his appointment, the community erupted into cheers. The community feels very strongly that Mr. Mendoza is the RIGHT man for the job. He is an alumni of the school. His pride, his passion, his heart belong to the people of Wilmington and the students that attend Banning High School. I strongly believe he deserves the opportunity to turn Banning around. I KNOW he will get the job done. The best traits for someone to have if they want to make change is passion and desire. That defines Rudy Mendoza. He loves Banning High School and he will do everything to make Banning the premier high school, not just in Los Angeles Unified School District, but in the state of California.

The students do not want Banning to be torn apart. The parents do not want Banning to be torn apart. The citizens of Wilmington do not want Banning to be torn apart. We have the utmost confidence in the administration to make Banning "right". As an alumni of the school, I do not want to see a school I love dearly be torn apart because Banning is a "family" school. Whenever someone asks alumni of Banning, "Where did you go to high school?", we ALWAYS respond with



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tremendous pride, "BANNING HIGH IN WILMINGTON".

Mr. Mendoza and his administration deserve this opportunity to lead Banning into being the best it can be. I want all our voices to be heard.

I am Trivel Browne, Vice President of the Banning High School Booster Club, and I strongly endorse Mr. Mendoza's "School wide plan".

Thank you

Community Member:

A community member offered several comments about the PSC process and his support for the single school plan. He urged the parents to be patient and wait and see the decision and how Superintendent Deasy would look at the plans. He stated that he felt that parents had not been given the opportunity to speak as they wanted to and expressed that there would be a time to speak later.

Parent Testimonial:

A parent from the school expressed her displeasure about the lack of support for her daughter and how she feels that the administration and teachers are not listening to her complaints.



Addendum 2

On Wednesday, November 14, 2012 a small parent meeting was hosted on the Banning High School campus to discuss the meeting held on Thursday, November 8, 2012 and provide parents another opportunity to provide feedback during the Superintendent's Review process.

The participants prepared written and verbal questions that were grouped into themes and facilitated by Mr. Chang, Instructional Superintendent of the Intensive Support and Intervention Center. The themes included:

Athletics – if it would be changed or eliminated? How school colors would be selected?

Response: Athletics would not be eliminated. Neither plan provides specifics. Under the Banning School Wide plan, students would have PE on their team's respective tournament days. The BACIS plan is open to working the details out with Banning High School staff.

If the school is divided, how would students be selected for enrollment?

Response: Students are offered a choice of which program they want to enroll in, similar to "Zones of Choice" in other parts of LAUSD.

On the topic of governance and school structure.

Response: The BACIS plan speaks to a lack of autonomy in SLCs as district wide concern, proposing 2 separate academies, while the Banning School Wide Plan uses current SLC structure with the hopes of providing more autonomy to SLC.

On the topic of curriculum and course offerings and what will be offered.

The BACIS team address questions regarding SPED, matriculation. Their plan follows all LAUSD policies regarding curriculum, including health and EL.

Other thoughts gathered regarding the plans:

- BACIS focuses on greater personalization (intimacy) and high expectation for teachers.
- Banning School Wide Plan hopes to create more decision making opportunities within governance structure and to build leadership opportunities for teachers.
- BACIS will provide a daily advisory, communicates with parents regularly; emphasizing collaboration among teachers.



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Of those that attended this meeting, many were satisfied with the feedback they gave at the PSC Academy Workshop on November 8, 2012. Five participants submitted feedback forms for the BACIS plan, and 6 for the Banning School Wide Plan. Their comments and feedback are summarized below:

PARTICIPANT FEEDBACK FORM NARRATIVE & RESPONSES

BANNING ACADEMIES OF CREATIVE AND INNOVATIVE SCIENCE (BACIS)

Total Forms: 5

1. Student Vision	Does Not Meet My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the skills and knowledge that students will gain to be prepared for the next level of learning.	3	1	1	0
The writing team has clearly identified what students will know, understand, and be able to do when they leave this school.	3	1	1	0
TOTALS PER COLUMN	6	2	2	0
<u>Written comments from the feedback forms:</u> <ul style="list-style-type: none"> I believe that this is not a good plan for this school. How can a teacher put this plan together, when the teacher already has a low concept of our students? The student vision in Wilmington needs to change. They need to understand that change can be good and lead to greater opportunities. If they accept the change and take a chance they will succeed. 				

2. School Vision	Does Not Meet My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team has identified what the school culture will feel like for parents and students.	3	2	0	0
The writing team has identified what the school must do to make sure that all students are successful and prepared to go to the next school level and beyond.	3	1	1	0
TOTALS PER COLUMN	6	3	1	0
<u>Written comments from the feedback forms:</u> <ul style="list-style-type: none"> No! I'm not concerned about the tone in the plan. Teacher [puts] down the student's culture. 				



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3. Student Performance: Where is the School Now?	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified areas within the school's performance that highlight areas of strength.	3	1	1	0
The writing team identified areas of concern where growth is needed.	3	1	1	0
The writing team demonstrated a thorough analysis of data to address the needs of all student groups.	3	1	1	0
TOTALS PER COLUMN	9	3	3	0
<u>Written comments from the feedback forms:</u>				

4. School Turnaround: School Plan Priorities	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the top priorities for the school to improve student achievement.	3	1	1	0
The writing team clearly demonstrated that they know where the school is now and what needs to be done to get to the school of the future where all students are high achievers.	3	1	1	0
The writing team identified various strategies that will be used to ensure the success of students.	3	1	1	0
The writing team identified support that is needed for their faculty and staff to turnaround the school.	3	1	1	0
TOTALS PER COLUMN	12	4	4	0
<u>Written comments from the feedback forms:</u> <ul style="list-style-type: none"> • There are no sports mentioned in this plan. We need to keep this [school] as is. • Concerned about our students losing focus when will be held in class for 90 minutes. 				



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BANNING HIGH SCHOOL-WIDE PLAN

Total Forms: 6

1. Student Vision	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the skills and knowledge that students will gain to be prepared for the next level of learning.	0	1	2	3
The writing team has clearly identified what students will know, understand, and be able to do when they leave this school.	0	1	2	3
TOTALS PER COLUMN	0	2	4	6
<u>Written comments from the feedback forms:</u>				

2. School Vision	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	- As long as sport are not affected!
The writing team has identified what the school culture will feel like for parents and students.	0	1	2	3
The writing team has identified what the school must do to make sure that all students are successful and prepared to go to the next school level and beyond.	0	1	2	3
TOTALS PER COLUMN	0	2	4	6
<u>Written comments from the feedback forms:</u>				
<ul style="list-style-type: none"> Yes, this plan is very knowledgeable of our student's culture. 				

3. Student Performance: Where is the School Now?	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified areas within the school's performance that highlight areas of strength.	0	1	3	2



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The writing team identified areas of concern where growth is needed.	0	0	3	3
The writing team demonstrated a thorough analysis of data to address the needs of all student groups.	0	1	2	3
TOTALS PER COLUMN	0	2	8	8
<u>Written comments from the feedback forms:</u> <ul style="list-style-type: none"> Yes this was addressed clearly. 				

4. School Turnaround: School Plan Priorities	Does Not Meet My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the top priorities for the school to improve student achievement.	0	1	2	3
The writing team clearly demonstrated that they know where the school is now and what needs to be done to get to the school of the future where all students are high achievers.	0	0	3	3
The writing team identified various strategies that will be used to ensure the success of students.	0	0	3	3
The writing team identified support that is needed for their faculty and staff to turnaround the school.	0	1	2	3
TOTALS PER COLUMN	0	2	10	12
<u>Written comments from the feedback forms:</u> <ul style="list-style-type: none"> This is the right plan for this school since we were only provided with two plans. Athletics were not mentioned in this plan. I feel that sports needs to be put in this plan. 				