



SESSION 2 REPORT – SCHOOL PLAN PRIORITIES

NAME OF SCHOOL: 24TH STREET ELEMENTARY SCHOOL

DATE OF SESSION 2: 10/11/12

NAME OF ORGANIZATION REPORTING: Building Skills Partnership

NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION: JUAN CARLOS VENEGAS

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10/16/12

• **INTERPRETING DATA AS A STEP TO BUILDING AN ENVIRONMENT OF HIGH LEARNING ACHIEVEMENT**

Part One- Interpreting Data

During this part of the session, the participants reviewed the School Report Card for Coliseum Street Elementary School. The Report Card covered school years 2009-2010 and 2010-2011. After going over what the data meant, the facilitator then asked the participants to be divided into several group (four different groups) and come up with priority areas.

The participants were divided into four different focus groups.

1. *Learning Environment*
2. *Student Groups*
3. *Readiness*
4. *Progress(Two groups)*

GROUP ONE: LEARNING ENVIRONMENT:

The following are the data points reviewed by the participants and their feedback, both written and verbal, for each. This group reviewed the Student Attendance and Teacher Turnover sections of the School Report Card.

A. Student Attendance

Students with 96% or higher attendance

2009-10	2010-11	LAUSD Average
54%	54%	64%

Students suspended one or more times

2009-10	2010-11	LAUSD Average
9%	8%	1%

This group provided their written and verbal feedback with an emphasis in improving the attendance of students and lowering the number of students that are being suspended.

- Too many students are missing class and this directly affects the proficiency rates of the school. If students are not in school, then how are they learning and how will they keep up?
- Develop an incentive program for student’s attendance.



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- Lower the suspension rates.
 - Students are losing valuable instruction time due to being suspended from school.
- Have more workshops and focus groups for parents that emphasize the importance of their children going to school every day.
 - Focus points:
 - School loses funding
 - Teachers get cut
 - Academic Programs get cut
 - The students lose valuable instruction time and fall behind
 - Student becomes uncomfortable at school

B. Teachers at Coliseum Street for more than 3 years

Teachers at 24th Street for more than 3 years

2009-10	2010-11	LAUSD Average
63%	67%	82%

The following are the written and verbal feedback for these data points:

- There is high teacher dissatisfaction.
- Improved communication between staff, Principal, and parents.
- Teachers are changed (replaced or moved) a lot.
- Teacher attendance inconsistency creates an inconsistent learning environment for students.
- There should be more teacher appreciation, team building, and a more collaborative environment between teachers, parents, staff, student, and community based organizations and community members.
- The new plan should have an incentive program for teachers to stay at 24th street.
 - The teachers here do not seem to be happy.
 - Create a better workplace for them
 - Create a collaborative “happy” environment
 - Reward them (include incentives for teachers to stay longer)
- More inn class support for teachers. Upgrade school technology; provide more T.A’s, and volunteers (parent, college students, and community based orgs).

GROUP TWO: READINESS

The following are the data points reviewed by the participants and their feedback, both written and verbal, for each. This group reviewed the 5TH Grade English Proficiency rates and Math.

5TH Grade English proficiency rates

Only 31% (29 out of 96 students) of 5 th graders are proficient in or advanced in English Language Arts
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The following written comments express their interpretation of the data and their concern over the low proficiency rates:

- In order for this to improve, there needs to be better communication between teachers and students on the student’s needs.



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- If there is a lack of leadership among the administration, staff, and faculty, then the teachers need to step up and become the leaders for the kid’s sake.
- There are no fun learning activities to engage the students.
- There is no help for students that are below proficiency on Math and English.
- Students are not being prepared for the 6th grade (the next level)
- There need to be weekly goals that are set between the student, teacher, and parent that are met and not just set.
- ELA students are falling behind as well. The proficiency rates across the whole district is paltry and we are behind that low figure, although, there was significant improvement.
 - We need to see what worked and improve that.

Math

	2009-10	2010-11	LAUSD Average
MATH	34%	46%	60%

The following written comments express their interpretation of the data and their concern over the low proficiency rates:

- There is not sufficient help for our children
- There needs to be more project based learning that involves the parents, students, and teachers.
- Students are entering Middle School at a disadvantage and behind in grade levels
 - This causes students to miss out on other extracurricular activities such as music, arts, and sports.
- There has to be better student preparation prior to taking state exams.
- The staff and faculty are lacking how to motivate students.
- Some teachers are not giving their 100% effort and cutting the kids’ education short.
- We need successful children without lowered proficiency.

GROUP THREE: PROGRESS

This group reviewed the Progress part of the School Report Card involving English Language Arts and AGT/Math.

English Language Arts

	2009-10	2010-11	LAUSD Average
English Language Arts	24%	28%	50%

Academic Growth Over Time (AGT):

- ELA Grade 3: At Predicted
- ELA Grade 4: Far Below Predicted
- ELA Grade 5: At Predicted
- ELA Grade 6: NA
- Math Grade 3: At Predicted
- Math Grade 4: Below Predicted
- Math Grade 5: Above Predicted



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	2009-10	2010-11	LAUSD Average
Math	32%	42%	62%

The following are the written and verbal feedback for these data points:

English Language Arts

- There was a jump in 4% improvement from 2009-2010 to 2010-2011, but it is still way too low.
- An alarming 72% of students are NOT proficient. We need to focus on this issue more.
- As a result students are missing essential elements in reading that they will need in order to succeed in the next levels.
- This is showing us that students are not prepared for the next level and they are already behind when they get there.
- We need to stop “social promotions” and not just pass the kids just to get them through the system. We are doing them an injustice and setting them up to fail.
- Reading is the foundation that supports the access to the other core subjects and our students need to be at their grade level in English Language arts.
- There has to be an intervention at an earlier stage.
- Most students in my child’s class are below basic.

AGT

- There is too much variation between the grade levels as to where they are supposed to be
- This is an important data point for this will show us if our students over a certain period of time are progressing or not and the growth of the progression in a particular school year.
- Teacher retention and attendance is also correlated to this for if the teachers are absent or if there’s high turnover, then the Academic growth of our students will be stunted for substitute teachers do not do a good job in keeping up with the curriculum while the regular teacher is out.
- Student behavior is also an issue, because it hinders a positive learning environment and effects the academic growth of that student and others.
- We need more instruction, intervention, mixing/planning.

Math

- There were no comments for this part of the data reviewed.

GROUP FOUR: STUDENT GROUPS

Due to the number of participants, there were two focus groups that analyzed the same data of the Student Groups section of the School Report Card. These groups covered the proficiency rates of the different ethnic/race and learning groups at 24th Street. They focused on the English Learners, proficiency rates of English Language Learners, and proficiency rates of students in special education.

English Language Learners

	2009-2010	2010-11	LAUSD Average
Scoring Proficient on the CELDT	19%	22%	26%
Scoring basic or above in CST-ELA	46%	38%	58%



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Passing English with a "3" or "4"	29%	29%	33%
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Proficiency rates of English Language Learners in English Language Arts (ELA) and Math

	English Learners	All Latino Students	LAUSD Average
ELA	19%	27%	44%
Math	38%	42%	49%

Proficiency rates of students in special education

	2009-2010	2010-2011	LAUSD Average
ELA	9%	6%	29%
Math	22%	17%	40%

There were several written comments that expressed concern over the school leadership. These were:

- We would like, as parents, for the teacher to know about the school Principal's plan so that they know.
- The administration at 24th Street is no good. 24th Street Elementary needs a good Principal that cares and loves for the children.
- 24th Street Elementary needs teachers, administrators, and staff that are charismatic and that are there for the development of the children and not just for a pay check at the end of the month.
- The children, parents, and teachers at 24th street should not be intimidated and/or be in fear of the Principal.
- Teachers at 24th Street Elementary do not have a leader and therefore are not leaders themselves.
- I would like for the Principal to be more supportive (in general) and if not then they (LAUSD) should put in place another Principal that is capable of being supportive.
- We want a person that knows how to administer the school
- The principal has to get involved more. She is absent too many times and does not take our needs into consideration.

There were several verbal and written comments from the participants that expressed concern over the need to have a stronger and more adequate focus on special needs students. These were:

- There needs to be a bigger emphasis on providing the adequate amount of therapy to special education students.
- More help is needed to help the proficiency rates of special education students.
- The proficiency rate of special ed. students is alarmingly TOO LOW.
- More attention to students of special needs.
- There is not sufficient therapy for children with special needs.
- We need to support for children of special needs.
- Parents of children of special needs need more information and support that include services and resources.

The remaining comments provided were as follows:

- There are not enough permanent teachers and there are too many substitute teachers.



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- There are not enough T.A's.
- 24th Street Elementary needs to prepare students that can succeed at any school of their choice if they decide to go to another school, and be able to feel confident once they are there.
- There needs to be more support for our teachers, so that they have more freedom and space to teach our children.
- The proficiency rates of all students at 24th Street are way below the LAUSD average, which in itself is a low figure.
- The average of all students in math proficiency is too low. Only half of our students are proficient and that is unacceptable.
- We could use more parent volunteers to help during recess and lunch.
 - There is too much bullying and this is directly reflected in the progress of our students.
- Our students need more HELP!
- There should be an open door policy by students and staff for parents.
- As a parent I would like to see a change in the quality of lunches. My children ask for me to bag them their own lunch because they (like most students) do not like the food. This can affect their learning environment and progress capabilities as students need to have well nutrition throughout the day.
 - And healthy foods as well.
 - More lean meats and vegetables
- There should be more teacher student one-on-ones to better assess their needs.
- I would like for the teacher of my child to give more diverse homework and not the same stuff over and over if he's not behind the others.
- Teacher's aides need to be used more effectively.
- Our kids do not have the sufficient material to properly learn the material.
- We would like more workshop, focus groups, and discussion sessions with our teachers.
 - So that we can be taught on how to read our kid's report cards and get more involved.



Part Two Planning Priorities of Parents/Participants

During this part of the session, the participants shared their priorities for the school through written and verbal feedback.

- 1. Transparency**
 - The Parents at this meeting would like to be made known more clearly of who is on the writing team.
- 2. Have a good evaluation program for Teachers**
 - Release ineffective Teachers
 - More Teacher Assistants
 - Qualified in their area of focus (History, English, Math, etc...)
 - Professional development of Teachers
 - Make Academic Progress a part of the teachers' evaluation process
 - Make sure that all new teachers go through a thorough background check
 - Stop profiling students
- 3. Student Discipline**
 - Respectful students towards their teachers and staff.
 - Students to respect learning and develop a love of learning.
- 4. Parent Engagement:**
 - Listen to our needs
 - Take our input serious
 - Have a better outreach plan to get more parents involved.
 - Better communication between faculty, students, and parents
 - Have a better outreach team and plan
 - Let the parents have 'Real Input' in the planning process and not just have all of this for "show".
 - Have a principal that's more available to parents and their needs.
- 5. Better trained Teachers that can address the needs of 24th Street students in and out of the classroom**
- 6. More focus on programs that emphasize academics after school**
 - Tutoring programs
 - Outreach to parents of the available tutoring programs
 - Have an after-school program that allows and encourages Parents and their children to participate and do their homework together with the support of school staff (Teachers and T.A's)
 - Have more 'Learning' games for the student's development.
- 7. Clean campus**
 - Our school is dirty and old
 - There is still a clock that was broken from the 1st meeting that has not been attended to.
- 8. Exposure of the students to local colleges and universities**
 - Field trips and tutoring collaboration between local colleges and universities
- 9. Develop the study skills of Students**
 - Time management skills
 - Note taking skills
 - Listening skills
 - Develop better test taking skills of students



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- Prepare students for CST and other state exams

10. Competent and effective counselors

11. Improve test scores

12. Have a respectful leader that will work with parents, teachers, students, community members and organizations

13. Expose students to professionals and implement effective career days for students



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Session 2 Report – Dialogues with Planning Teams

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Dialogue One – Dialogue between Planning Team and participants

Planning Team Presentation

During this part of the session, planning team representatives shared their plan priorities for the school. The presenters for 24th Street's Plan included 3rd grade Teacher Mrs. Smith and 4th grade Teacher Mr. Wang. The plan's ultimate goal was described as: "No Failing Children"

The Planning Team representatives shared the following points of the plan with the participants:

- a) API vs. AYP (state vs. federal measures)
 - i. API goal of 800 (on a 200-1000 scale)
- b) Focus on early grade levels
 - i. K, 1st, and 2nd Grades (prepare them for the upper grades)
- c) Suspension Rates
 - i. Focus on behavior issues
 - ii. Behavior Blocks
 - iii. Violence Prevention Program
 - iv. Create Responsive Community
 - v. Teach respect
 - o Language of work and college
- d) Create classrooms that are responsive to the needs of the students
 - i. Our student body is diverse and there are many different needs
 - ii. The new plan has to implement a curriculum that is FLEXIBLE.
- e) Develop programs of peer learning
 - i. Develop peer leaders
 - ii. Structural Resources
 - o Sharing of space (safe, respectful, and responsible)
 - iii. Parent night
 - iv. Study hall for students
 - v. Encourage community involvement

Dialogue Questions and Answers

After the Planning Team representatives finished their presentation the session was opened for questions. The following were the questions, comments and answers that took place during this dialogue.

Comment: There was strong concern with transparency. Many parents felt that they were being left in the dark when it came to 'really' having a say so in the writing of the new plan.

Response: Mr. Wang addressed the concerned parents and invited them to their daily writing meetings after school in his classroom.



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Question: One of the concerned Parents, over what she felt was the lack of Parent involvement and engagement of parents on the writing team by the principal, asked: “Is this a teacher plan or the plan of the principal? Is it a plan that’s inclusive of everyone; parents, teachers, faculty and community members?”

Response: Mr. Wang answered the Parent’s answer with the following:

“This is not just one person or group’s plan. This is a plan that is inclusive of everyone and I invite you, and everyone present, to come to our daily writing meeting in my classroom.”

The rest of the time during this dialogue was spent a discussion between participants and planning team members over some of the many concerns participants had about the composition of the planning team:

Question: There was a dialogue exchange between a couple of parents, PSC staff, and the writing team over a comment seemingly made by the Principal during the last meeting. The parent that brought up the comment wanted more clarification: **as to who is on the writing team and who is the person or people who are “really” writing the new plan?** She wanted to clarify who is on the writing team because she mentioned that in the last meeting the Principal had stated that **“anyone that is not on board with her plan, can go to another school.”**

Follow-up Comment: There was also some confusion amongst the participants about the process for selecting members of the writing team. Several questions were asked to the planning team about the process of member selection for the team.

Follow-up Comment: Some parents were under the impression that there were multiple writing teams and felt that there should have been more teams proposing ideas and more competing teams. They feel that the “old guard” has had their shot and a “new voice” is needed at 24th street.

Response: The period for which planning teams could have submitted their proposal was months prior to the new round of PSC 4.0. Every Teacher at 24th Street had the potential to put a team together or submit a proposal on their own. Community based organizations were also given the opportunity to submit a proposal to be one of the writing teams. The submitted proposals were reviewed and then approved. In this case, only one planning team proposal was approved.

Question: Another question from one of the parents pertained as to the type of model the new plan would adopt in terms of school structure: **would it be a private, pilot, or what type of governance model?**

Response: It is too early to discuss models at this point.