



SESSION 2 REPORT – SCHOOL PLAN PRIORITIES

NAME OF SCHOOL: COLISEUM STREET ELEMENTARY SCHOOL

DATE OF SESSION 2: 10/8/12

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: 10/15/12

• INTERPRETING DATA AS A STEP TO BUILD HIGH OF LEARNING

Interpreting Data: During the first breakout session, LAUSD and PSC Staff gave an overview of the School Report Card for Coliseum Street Elementary School for the school years 2009-2020 and 2010-2011. PSC Staff went over some of the data and over what the different sections of the report card meant and how to interpret it. After going over what the data meant, the facilitator then asked the groups to go over the data according to their assigned focus group (four different groups) and come up with areas that they would like to see the new plan focus on and what the data meant to them.

The participants were divided into four different focus groups.

- 1. Learning Environment**
- 2. Student Groups**
- 3. Readiness**
- 4. Progress**

The discussion themes for the focus groups were guided with the following questions:

- Where is the School Now? (In terms of Student Performance)
- What information was used to determine where the school is currently in terms of student's school performance?
- How will you address the needs of each subgroup of students?
- What areas are of concern and require growth?

The purpose of this exercise was to help the participants whether they were a parent, family, or community member on how to inform themselves on the performance of their schools and how they can get in involved in their child's education and help their school improve.

1. LEARNING ENVIRONMENT:

After this group discussed and went over the data that was presented to them in the LAUSD School Progress Report, the group was asked to share with the rest of the participants two areas that they felt were the biggest issues at Coliseum Elementary. The two most important areas that this group focused on that they felt affects the learning environment at Coliseum Elementary were:



- a. **The Attendance Rate of Teachers.** Teachers with 96% attendance rate or higher and Teachers at Coliseum Street for more than 3 years:

Teacher attendance

2009-10	2010-11	LAUSD Average
76%	75%	72%

Teachers at Coliseum Street for more than 3 years:

2009-10	2010-11	LAUSD Average
86%	80%	82%

- b. **Student Attendance and Suspension Rates:**

Students with 96% or higher attendance:

2009-10	2010-11	LAUSD Average
44%	41%	64%

Students suspended one or more times:

2009-10	2010-11	LAUSD Average
9%	4%	1%

The following are written comments which express the reasoning of the focus groups on why they focused on the above data points:

1. Teachers/Staff with 96% or higher attendance:
 - a. I would like the attendance rates of Coliseum Elementary staff to be closer to 100% as possible. Even though, it's higher (the staff/teacher attendance rate) than the district's average, that standard is far too low and unacceptable.
 - b. The teachers show us how irresponsible they are and set a bad example to the children.
 - c. Our children's grades drop because the substitutes do not follow the curriculum and/or the lesson plan at the particular time that the regular teacher is absent.
 - d. When staff/Teachers are absent, the needs of the students and parents are neglected.
 - e. When staff/teachers are being absent, the kids miss out on quality education time and begin to fall behind other students academically.
 - f. Absenteeism creates waste. It wastes the time of students and parents and wastes tax money and school resources.

2. Student attendance and Suspension Rates:
 - a. When students don't come to school, they fall behind even further from those who do high have attendance rates.
 - b. Student attendance rates (96% or higher attendance) should be closer to 100%. Even though, Coliseum Street is above the District's average, it is too low of a



standard to strive for and the attendance rates fell from 44% ('09-'10) to 41% ('10-'11).

- c. We need to motivate parents to make sure that they get their kids to school every day.
- d. Our attendance rates are far too low and as a result our school loses funding.
- e. More kids being absent mean that there are more kids out in the streets getting into trouble and exposed to other dangers.
- f. This shows that there is a lack of interest from a lot of parents in the education and well-being of their children's education.
- g. Although the suspension rates have fallen, the suspension rate at Coliseum Street are still too high and unacceptable and shows a lack of discipline at Coliseum Street,

2. READINESS

After this group discussed and went over the data that was presented to them in the LAUSD School Progress Report, the group was asked to share with the rest of the participants two areas that they felt were the top two issues at Coliseum Street Elementary. The two most important areas that this group focused on that they felt affects the **Readiness** of students were:

- A. The focus group that discussed the Readiness of students at Coliseum Street wanted to focus on the following two areas specifically.

Are students getting ready to move up to middle school?

- 5th Graders scoring proficient or advanced in English Language Arts:
 - 20% (8 out of 41 students)
- 5th Graders scoring proficient or advanced in math:
 - 12% (5 out of 41 students)

- a) 5th Graders scoring at the proficient or advanced performance level in...

	2009-10	2010-11	LAUSD Average
English Language Arts	33%	20%	51%
Math	42%	12%	60%
Science	32%	12%	51%

The following are **written** comments of how this focus group interpreted the data and areas that the new plan should focus on:

- 1) We want for our students to develop better reading and comprehension skills.
- 2) We would like for teachers to be better trained in order to help our student's population raise the proficiency rates.



- 3) The proficiency rates of 5th graders needs to improve. It is not only low at Coliseum Street elementary, but it is too low District wide. This means that our students are no prepared to go on the next level (middle school).
- 4) We need to do a better job of getting our children to school on time to show them that this is serious and teach them responsibility. Also, if we do this, students can participate more and interact better with their teachers so that they can improve on their areas of need.
- 5) As parents, we need t work with teachers and staff in order to improve the English proficiency rates. We can do this by motivating and supporting them.
- 6) There needs to be some tutoring programs for those who are behind.
- 7) We need to have better prepared teachers and more T.A’s in math.
- 8) Our kids should begin to learn Algebra at this level in order to be prepared and to succeed at the next level.
- 9) We need better technology. it would be very helpful to have a computer lab with software that helps students that are struggling or behind with certain subjects.

3. PROGRESS

This group analyzed the Progress that students at Coliseum Street are making in terms of meeting their goals to reach LAUSD and above levels of proficient students in English Language Arts and math. The following data points were the point of emphasis of this particular focus group:

The questions that the participants were asked to analyze with the data presented was the following: Are students meeting California standards in English language art and math?

b) English Language Arts:

	2009-10	2010-11	LAUSD Average
English Language Arts	30%	29%	50%
3rd Grade Proficiency	23%	28%	40%

c) Math:

	2009-10	2010-11	LAUSD Average
Math	38%	38%	62%

The following statements were expressed by this group during their focus session and they identified which are the areas that Coliseum Street’s new plan should focus on in order to make sure that there is steady **Progress** in the improvement in the proficiency rates for all students:

Math:

- 1) There has not been any progress in the math proficiency rates the last two reporting years and we are below the LAUSD average, which is a low number in itself. We need more resources to bring this number up.



- 2) The school is lacking in technology and this can be a huge help in helping our children be more math proficient.

English:

- 1) The proficiency rate in English Language Arts went down 1% and we need to come up with a better method because last year’s plan did not work at all.
- 2) The proficiency rates are too low all across the District and not just at Coliseum Street.
- 3) They should implement the ‘popcorn’ reading program on all levels. This is a fun program that encourages participation and helps everyone.
- 4) Teachers have to realize that group learning is more effective than personalized/individual instruction. Working as a “facilitating class” and work in learning work will make sure not to leave kids out and allow them to fall behind. That way everyone will ‘progress’ as a whole.
- 5) “Students are not reading enough.”
- 6) “If you can’t comprehend English, then how will you comprehend math.”

3rd Grade proficiency and other concerns and comments of the Progress Group:

- As a parent I want to see every single student be advanced and/or proficient in every language. The focus, however, needs to begin in pre-k. There should be set goals for them and there should be the right teachers and resources readily available to them for their success.
- To reach the goal of 100% proficiency, parents need to collaborate and help out the teachers.
- We need to find a way to lift the academic level of our children and we have to find this soon for their sake.
- There has to be better communication and a better collaboration between parents and teachers. We need to stop pointing the finger and looking for negative things all the time. We need to work together and have more productive meetings with much more participation from all of the parents at our school.
- As parents, we need to help out with our children’s homework more.

4. Student Groups

This group analyzed the data of the proficiency rates of the different ethnic/race groups at Coliseum Street. They focused on the English Language Arts and the CST-ELA proficiency rates.

- a. Proficiency rates of the two ethnic/racial groups at Coliseum Street (scoring proficient or advanced in *English Language arts*):

	2009-10	2010-11	All Coliseum Students	LAUSD Average
African Americans	30%	27%	29%	44%
Latinos	NA	34%	29%	44%



B. Math

	2009-2010	2010-11	All Coliseum Students	LAUSD Average
African Americans	38%	37%	38%	49%
Math	NA	39%	38%	49%

c. English Learners:

	2010-11	All Coliseum Students	LAUSD Average
Scoring Proficient on the CELDT	21%	18%	26%
Scoring basic or above in CST-ELA	52%	47%	58%
Passing English with a "3" or "4"	40%	36%	33%

The focus group shared with us the following comments during their group presentation about this data:

English Language Arts proficiency rates:

- 1) Most of the Students are NOT proficient.
- 2) We need one-on-one help for the students that are falling behind.
- 3) More parents need to take advantage of the tutoring programs
- 4) Students need to get to school on time because the school loses money

Scoring on the CST:

- 1) We need to take advantage of technology like Google.
- 2) There needs to be more after school help that emphasizes on academics
- 3) The students need more practice material to take home like workbooks and other things.



Session 2 Report – Dialogues with Planning Teams

NAME OF SCHOOL: Coliseum Street Elementary School

DATE OF SESSION 2: 10/08/12

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Dialogue One – Dialogue between Planning Team and participants

School Plan Priorities of the Participants:

The following points of emphasis came out of the School Plan Priority exercise. During the participant breakout sessions, the groups wanted to identify the areas in which they feel the new plan should focus its attention on. The following are the areas in which the participants of session 2 would like the new plan to place an emphasis on:

Priorities of Parents/Participants:

1. Student Discipline
 - a. Respectful students towards their teachers and staff.
2. Parent Engagement:
 - a. Listen to our needs
 - b. Take our input serious
 - c. Have a better outreach plan to get more parents involved.
 - d. Better communication between faculty, students, and parents
 - e. Have a better outreach team and plan.
3. Better trained Teachers that can address the needs of Coliseum Street students in and out of the classroom
4. Provide more Spanish speaking staff in the office.
5. A rewards program that awards everyone from being on time.
6. More focus on programs that emphasize academics after school
 - a. Tutoring programs
 - b. Outreach to parents of the available tutoring programs
 - c. 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)
7. Clean campus
 - a. Our school is dirty and old
8. Our school is not technologically up to date
 - a. We do not have a computer lab
 - i. Technology is a very effective tool for learning
9. Exposure of the students to local colleges and universities
 - a. Field trips and tutoring collaboration between local colleges and universities
10. Have a good evaluation program for Teachers
 - a. Release ineffective Teachers
 - b. More Teacher Assistants
 - c. Qualified in their area of focus (History, English, Math, etc...)
 - d. Professional development of Teachers



11. Develop the study skills of Students
 - a. Time management skills
 - b. Note taking skills
 - c. Listening skills
 - d. Develop better test taking skills of students
 - i. Prepare students for CST and other state exams
12. Competent and effective counselors
13. Improve test scores
 - a. Close the achievement gap of African-American students

The presenter for Coliseum Street's Plan: Principal, Dr. Karin S. Diskin

The areas of focus under the new plan were presented as follows:

- a) Focus on the math proficiency of students
- b) Higher Attendance
- c) Suspension Rates
 - i. Lower them
 - ii. Focus on behavior issues

The new plan would develop the following strategies that they have identified as:

1. **Developing a Professional Learning Community**
 - a. ***Professional Development of teachers***
 - i. ***Math Development Skills***
 - ii. ***Family Development skill***
 - iii. ***Parent Engagement***
 - iv. ***Classroom Management Skills***
 2. **Attendance**
 - a. ***Ask/invite Parents to discussion groups***
 - b. ***Lower the suspension rates***
 - i. ***Reflection room***
 1. ***A classroom with a credentialed teacher to focus their attention with those students.***
 - c. ***Weekly assessments of proficiency rates and teacher evaluations***
 - i. ***Deeper analysis of data provided by assessments of teachers, staff, and weekly state prep exams***

After Dr. Diskin presented what the new school plan would focus on. The session was opened up for questions. The question and dialogues that followed went like this:

Question: Will there be a program/emphasis that prep test student prior to state exams?

Answer: Yes. As I (Dr. Diskin) mentioned earlier, we will have weekly prep examination and we will use that data to see where we are weekly and see which of the areas that need to be improved are.

Question: Is there a pre-test for evaluating test preparation/study skills?

Answer: Yes. We have a brochure that I did not bring with me today, but in that brochure we outline exactly how we plan to tackle this issue.



Question: Are there other Parent/Principal meeting in which the ideas, opinions, and needs of the Parents will be taken into account and allowed to participate in the plan writing process?

Answer: Yes. I (Dr. Diskin) will provide everyone with a schedule at the next one of these meetings.

Other Issues/Concerns Raised:

1. Money/Fundraising Issue
 - a. Are there still fundraising programs?
 - i. Yes. However, fundraising events and programs can create other issues and the school does not have the staff to support it.