



## Session 1 Report – Student Vision

NAME OF SCHOOL: 24<sup>TH</sup> STREET SCHOOL

DATE OF SESSION 1: 09/28/2012

NAME OF ORGANIZATION: BUILDING SKILLS PARTNERSHIP

NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION: LUIS SANDOVAL

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10/04/2012

Overall, parents have a several themes that they presented for student vision which include (1) Values and Character of Students; (2) Academic and College Bound Readiness; (3) Bilingualism and Language Barrier; (3) and Skills Sets. Many parents expressed for their child to be respectful and compassionate with a love for learning. Just as many parents expressed the need for their children to be bilingual and for their children to have the ability to interpret. Parents expressed a desire for their children to college ready, and proficient in core subjects such as Math, Science and Reading and Writing. However, a large portion of parents really emphasized the need for respect, compassion, college readiness and bilingualism. Below is a thread of the responses corresponding to the themes outlined above.

### **Values and Character of Student**

**Summary:** Parents expressed that they would like for their children to be students who are respectful, confident, and compassionate. Many parents stressed the desire for their children to be respectful. Parents also expressed the desire for their children to be independent and proud of their identity.

- Respect in classrooms and amongst students, and that students be respectful at all times.
- Respectful.
- Companion towards others
- Love the process for learning, maintaining an open mind.
- Responsible, honest, confident.
- A good citizen in the community
- A passion to continue with his/her goals.
- Be proud of accomplishments.
- Confidence in oneself.
- Come to school and be ready to learn.
- Be available to always learn.
- Friendly
- Be disciplined
- Not give up – keep trying
- Be a good role model – leader
- Know that he will be recognized from his peer for his good work.
- Make associations and relationships.
- Fell motivated by school.
- Confident and comfortable inn asking questions.
- The value of waking up early to work hard.



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- Understanding amongst individuals.
- Be independent
- Be disciplined
- Be proud of who they are.

### **Academic and College Bound Readiness**

**Summary:** Many parents expressed the need for their children to be college-bound. This was a major point of agreement. In addition, parents expressed the need for strong academics in Math and science. Parents expressed for their children to be proficient on test scores.

- Be college bound ready for a better future.
- Be prepared so that my child could go to a university.
- Begin to think about high schools, go to college, and obtain a good job.
- Be proficient in subjects and score 100% proficiency on tests.
- For my child to be ready to graduate prepared.
- Be ready for college bound tests like the SAT.
- Be ready for the grade level instruction in which they currently are, not level below.
- To be ready for the many options after high school.
- Be proficient and maintain 100% always on test.
- Be strong in math.
- Maintain good reading habits.
- Understand how to solve problems.
- Maintain good grades.
- Reading, writing and doing math at their level.
- Willing to read for 20 minutes.
- Have a good understanding of core subjects such as Math and Sciences.
- Knowledge of essay writing.
- Use of computer(s)
- Be prepared for middle school.
- Learn how to use the internet or a public library.
- Students should have counselors to improve their homework.

### **Bilingual and Language Barrier**

**Summary:** Many parents expressed the desire for their kids to be bilingual, with good understanding of both languages. Parents also expressed the need for additional academic support for children who do not speak English.

- Support my child who does not understand English.
- Students who are bilingual (Spanish/English)
- Understand English.
- I want my child to be bilingual.
- Gain the ability to interpret.



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### **Skill Sets and Other**

- Understand time management, understand how to make better decisions, and understand how to listen to others.
- Be responsible with school and schoolwork.
- The capacity to understand lessons.
- For my child to have goals in life and work towards them.
- Think before proceeding to take action.
- Be physically active.
- Be proficient in reading and writing.
- For my child to know how to express himself.
- To do homework without anyone having to ask – self-motivated.
- Always maintain clean uniform.
- Be an athlete and participate in sports.
- Not be afraid of taking exams.
- Be ready for the next school day.



## SESSION 1 REPORT – SCHOOL VISION

NAME OF SCHOOL: 24<sup>TH</sup> STREET

DATE OF SESSION 1: 09/28/2012

NAME OF ORGANIZATION: Building Skills Partnership

NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION: LUIS SANDOVAL

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10/04/2012

The Student Vision was created by a combination of feedback provided by small group activities, discussion, and annotated narrative data. During the small group exercises the parents were asked to create the Vision for their school. Parents stated for their school vision they want to see the following multiple components which were: a **strong leadership** who understand and as willing to listen to parents, **better communication between parents and the school staff** ensuring that both the administrative staff and teachers have more overall respect towards children in particular, **cleanliness of the school and school grounds**, more teacher support to **ensure stronger academic performance, security and discipline** inside the school. The next part of this report presents each of the themes separately.

### **Strong Leadership**

Overall many parents expressed their concern with the current leadership, failed plans, lack of respect and communication with parents. Parents expressed frustration over the principal and her leadership. Parents expressed a need to replace principal with a principal who is reflective of the demographics of school and who can engage parents through active participation with them. Other participant feedback captured through comments and written notes included:

1. A principal who listens who engages the parents concern, not intimidate and exclude.
2. Have good leadership starting with the principal, teachers.
3. That the principal be more respectful and courteous with parents.
4. Principal be more courteous with parents and teachers.
5. Have principal visit classroom.
6. Better administration and personnel.
7. A principal that ensures that teachers who are not meeting outcomes and scores are receiving the support for better instruction.
8. Have a principal who is present during school day – at classrooms, meals, recess.
9. Leadership that knows to treat children with respect and dignity.
10. Principal have better relationship with parents.
11. I wish that they wouldn't call the police so often to deal with discipline issues.
12. A leader who can give the very best.
13. We need more support/commitment from principal.
14. A principal who is humble towards parents.
15. A principal who works with teachers not against them.
16. Principal who has time and respect for parents.



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17. We want a principal that is flexible with parents, because she is never available, on time to meetings with parents. And never accessible.
18. I want a principal who is involved with our children.

### **Communication:**

Parents expressed frustration over the lack of communication from school leadership, including principal, regarding meetings. Parents also expressed frustration in how school officials, teacher and school workers (cafeteria, grounds, etc) speak to children (yelling or scolding). In addition, parents wanted for school to listen to concerns of parents and allow parents to have better communication with school by having a leader who can understand their language – or have translation available. Other participant feedback captured through comments and written notes included:

1. A school that will listen to the concerns of parents, and place more importance on our concerns.
2. Teach Spanish speaking parent English so they can communicate in English.
3. More participation and actives for parents to engage with teachers.
4. Substitutes not yell at children.
5. Support program for parents and their children.
6. Better communication with the principal.
7. Let there be no discrimination inside and outside the school grounds.
8. Don't put so many requirements for parents willing to help and assist.
9. Have personnel who are bilingual and in front office.
10. Want to know how children are progressing in classrooms.
11. Allow teacher to volunteer in classroom.
12. Have available more translation services or items be translated.
13. Teachers, principal and administration that do not yell at kids but treats them with respect.
14. Have parent education classes.

### **Cleanliness of School and School Grounds**

Parents expressed concern regarding the cafeteria being dirty, dirty restrooms, and dirty classrooms. This topic was repeated by several parents. Parents would like for the school to be clean, hygienic and well maintained. Parents were discontent with the level of cleanliness all-round the school. Other participant feedback captured through comments and written notes included:

1. A clean school and clean school area
2. Dirty cafeteria.
3. Water filters clean.
4. Clean and secure restrooms.
5. Bathroom needs to be clean for the kids and also classrooms, cafeteria.
6. Remodel the school so that it has a better environment/vision for itself.
7. A school makes a priority being clean and makes hygiene a priority. Areas where kids eat be clean.



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8. Less problems with traffic control when dropping children off.
9. Classrooms in better condition.

### **Academic Performance:**

Parents expressed the need for more academic support and other enrichment programs. Parents expressed the goal of challenging students academically. A point of common suggestions included having more bilingual enrichment programs or classes. Other participant feedback captured through comments and written notes included:

1. Students are not learning or understanding the work they do at school. Some of them need more help than others. Someone should prepare them before or after school if they need help.
2. The principal, teachers and community, parents should always participate and get involved in our child's learning academics.
3. Proper materials for students
4. More fieldtrips and performances in the auditorium that will make learning both educational and fun.
5. Tutoring
6. Challenge the students academically
7. Provide incentives to motivate students and school to meet their goals.
8. Exposure to the theater arts, music instruments to stimulate their minds.
9. More Spanish classes for students who don't speak English.

### **Security:**

Parents expressed the need for more security in school grounds, more adult supervision during lunch breaks and a no tolerance to bullying. Parents expressed that more staff is needed to supervise children during break/recess. Other participant feedback captured through comments and written notes included:

1. There is no security. Want a safe school.
2. Want a school that is concern about bullies and protecting kids from being bullied.
3. More staff guiding and taking care of children when they need use the restroom and are on the playground.
4. More supervision on school yard and hours.
5. No tolerance for bullying.
6. Create a safe school environment.
7. Maintain order during recess and lunch hour.
8. Supervise children in kinder as they go to restroom.
9. Do something about bullies.



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**There were other comments that were not part of the main themes but were recorded and grouped as follows:**

### **Quality Teachers:**

Parents expressed the need for more teachers to speak to children with respect, develop stronger curriculum, and for the school to have teachers qualified to teach at their grade level. **“Teachers with no criminal records”** was repeated several times. Other participant feedback captured through comments and written notes included:

1. Stronger teacher curriculum
2. Teachers who are effective. Let there be rules and respect from teachers to students.
3. Have teachers who are qualified and ready for the grade level teaching.
4. Teachers without criminal backgrounds. Teachers who love their job not just their income.
5. Better treatment of children.
6. Teachers be with children when they eat their meals in common areas.
7. Teachers teach how to have respect amongst students and with parents.
8. Teachers that are not always mad or rudely answer to parents and students concerns.

### **Equipment, Materials, Conversation Summary**

1. Computers need to be in good conditions.
2. Library needs to be better equipped with more educational books.

### **Discipline Conversation Summary**

1. Appropriate discipline and punishment. The staff should not prohibit children from using the restroom.
2. Not yell at kids, or scream at them. More respect for children.

### **Healthy Food and Wellness Conversation Summary**

1. Better and healthier food choices.
2. Staff should be polite and courteous when passing food out during meals.
3. More physical education for children.



## SESSION 1 REPORT – DIALOGUES WITH PLANNING TEAMS

**NAME OF SCHOOL:** 24<sup>th</sup> Elementary School

**DATE OF SESSION 1:** 09/28/2012

**NAME OF ORGANIZATION:** Building Skills Partnership

**NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION:**

LUIS SANDOVAL

**DATE THIS REPORT IS COMPLETED AND SUBMITTED:** 10/03/2012

There was only one planning team that presented at 24<sup>th</sup> Elementary School. The principal and a teacher provided an overview of the plan. Teacher provided an overview for student plan and principal overview for school.

### Teacher Overview for Student Plan

- Ensure students are college bound.
- Have high expectations for students.
- Teach students empathy and sympathy.
- Have students learn as a whole in and in depth.

### Principal Overview for School Plan

- School will strive to be all collaborative
- Provide a welcoming environment for education.
- And presumes a positive interaction why something is happening.

As the floor was open for questions, four central themes were raised from parents. The themes include:

- No trust with leadership (principal)
- How long before “this plan” works and what is the difference now versus previous plan
- Issues of a clean school/environment and being afraid of custodian.
- Lack of communication or willingness from principal to engage parents.

There were several comments and questions during this ensuing dialogue which were captured as follows:

Question:

**Parent 1 (Spanish Speaking):** In the past has not worked, why will it work now? Will they [teachers] respect or ignore plan?

**Principal’s Response:** Teachers who do not agree with plan will to go other schools. Principal appeared to be defensive.

Question:

**Parent 2 (Spanish Speaking):** How long must we wait to see if the plan works? We waited 4/5 years since you have been here. We have been going back rather than forward.

**Principal’s Response:** We have not gone back, we haven’t grown – we have just remained at same level.

**Parent 2:** Are there other plans or just yours [referring to the principal]?

**Principal’s Response:** There is only 1 writing team.

Question

**Parent 3:** In the plan are you only incorporating academics or also cleanliness/environment?

**Principal’s Response:** Principal address mentioned that plan would address issues of school cleanliness.



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**Followed by a comment from a parent:** We didn't even know that "Trinidad" [parent engagement coordinator] was part of the writing team until today.

**Parent 3:** As representative [parent coordinator] you haven't called or invited us to be part of the team.

Question:

**Parent 4:** Only Latino parent are here, where are the other parents? We want change today; we are tired of meetings and nothing. My son is sick probably from the classroom and the dirty carpets. You want us to come and clean the school-we will. Out of our own money we will donate cleaning supplies because the school doesn't clean.

**Parent 5:** Principal ignores me; well if she's not happy here then she can leave.

### **Supplemental Feedback**

The meeting concluded but there were several parents who continued submitting feedback which was captured through the following themes:

#### **Leadership – Principal - Communication**

**Parent 9:** Principal never comes to any meetings.

**Parent 10:** Earlier in the year, the principal did not let kids play in the playground for a whole week. They would be forced to go to the cafeteria and just sit there. The tables to the cafeteria were dirty with milk and disgusting. I even called Department of Social Services, and they [DSS] said what principal was doing was abuse. I will be following up with the district.

**Parent 13:** She ignores everything and then she just leaves when we bring up an issue. Teachers are afraid to talk about issues. Teachers have left because principal pushes them out. Principal pushes teachers out even the ones with the best student scores.

**Parent 14:** Principal only wants new teachers – because she can intimidate them and push them around. Experienced teachers are not let to do their plans.

**Parent 15:** Principal always uses budget excuses for why things can't get done.

**Parent 16:** Principal gets here late and when substitutes don't get here. Students are left in the playground without anyone until she gets here.

**Parent 17:** Communication is not sent on time or it's sent with wrong information.

**Parent 18:** Why are only Latinos here? She always puts African-American in front during presentations, ceremonies and Latinos in back.

**Parent 19:** Kids are afraid of custodian. Several parents second this statement.

#### **Cleanliness of School**

**Parent 6:** Only when districts come they clean the school.

**Parent 7:** We have brought supplies like water for drinking and disinfectants, and then they get mysteriously lost or stolen.

**Parent 12:** School hasn't fixed or clean dirty faucets in classroom. It has been leaking for months.

#### **Safe School Environment and Academics**

**Parent 15:** There is not enough security during recess.

**Parent 11:** There is a person inside the school with a motorized garbage truck, which is a friend to the principal. It's dangerous and has almost run over kids and it's unsafe.

**Parent 8:** The school never gives out homework; the school doesn't have a copier.