Case Study
XXX School

Demographics
• 601 students in grades TK – 5
• 34 students in an autism special day self-contained classrooms
• Black or African American – 9%
• American Indian or Alaska Native – 0.2%
• Asian – 3%
• Filipino – .2%
• Hispanic or Latino – 82%
• Native Hawaiian/Pacific Islander – .6%
• White – 3%
• Two or More – 2%

• Socioeconomically Disadvantaged – 89%
• English Learners – 60%
• Students with Disabilities – 14%

Academics
• Did not meet Adequate Yearly Progress in Math or English Language Arts
• In Program Improvement Status – year 4
• Gifted and Talented Program – grades 4 & 5 – 13 students total qualified

Average Class Size
TK-3 – 24
4-5 – 30

Technology
30 teacher computers
1 computer lab for student use with 30 computers

Suspensions/Expulsions/Office Referrals
47 suspensions – highest suspension rate in district
1 Expulsion
397 office referrals

Free and Reduced Lunch Program
66%
Facilities Rating
Good

Teachers with Credentials
29

Misassignments of Teachers
0

Support Staff
Principal – 1
Assistant Principal - 0
Academic Counselor – 0
School Social Worker – 0
Counselor (Social/Behavioral) – 0
Library/Media Clerk – 37% (3 hours/day)
School Psychologist – 60% (3 days/week)
Nurse – 0
Health Clerk – 62% (5 hours/day)
Speech Specialist – 150% (1.5)
Learning Center Special Education Teacher - 100% (1)
Autism Teachers – 300% (3)
Language Arts Specialist – 100% (1)
Community Liaison – 0
Spanish Speaking Office Clerk – 100% (1)
Other Office – 100% (1)
Lead Custodian – 100% (1)
Night Custodian – 125% (1.25)

School Budget
$89,000/year – restricted funds

Attendance
93% average daily attendance – this school has the lowest attendance in all of district.

Location
Urban site located in the South Bay – School is surrounded by a gas station, apartment buildings, Denny’s, Walmart Grocery and 4 liquor stores. The majority of students live 1 block to 1.7 miles away. 40% of the parent drive their child(ren) to school. 60% walk.
Parent Education
5% report College graduate
5% report some college
60% report high school graduate
20% report did not finish high school
10% decline to state

Schoolwide Committees, Events
PTA board – 7 parents
School Site Council (in charge of budget decisions and school plan) – 5 parents
Family Nights – 2/year (Halloween Parade and Talent Show)
Fundraiser – 3/year
Parent Conferences – 2/year
Schoolwide Assemblies – 0
Incentive Programs for Students – 0

Tutoring or Other Interventions Offered
0

Enrichment or Sports Programs Offered
0

Parent Classes Offered
0

Counseling Services
Outside Agency – has a limit of accepting only Medi-cal families and caps at 15

In looking at this data, what problem(s), if any, stand out to you?
School Culture Survey

School culture is a set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the persona of the school. These are unwritten expectations that build up over time as teachers, administrators, parents and students work together, solve problems, deal with challenges and at time, cope with failures.

45 school culture surveys were sent out and 42 were returned

Results

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always or almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers and staff discuss instructional strategies and curriculum issues</td>
<td>10</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers and staff work together to develop the school schedule</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student behavior code is a result of collaboration and consensus among staff</td>
<td>3</td>
<td>38</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The planning / organizational time allotted to teachers and staff used to plan as collective teams rather than as separate individuals</td>
<td>9</td>
<td>30</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When something is not working, the teachers and staff predict and prevent rather than react and repair</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School members are interdependent and value each other</td>
<td>6</td>
<td>6</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members of our community seek alternatives to problems and issues rather than repeat what we have always done</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members of our school community seek to define the problems rather than blame</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school staff is empowered to</td>
<td>10</td>
<td>29</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
People work here because they enjoy it and choose to be here

<table>
<thead>
<tr>
<th>Relationships</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and staff tell stories of celebrations that support the school’s values</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Teachers and staff visit/talk/meet outside of the school to enjoy each other’s company</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>Our school reflects a true sense of community</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Our schedule reflects frequent communication opportunities for teachers and staff</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Our school supports and appreciates new ideas</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>There is a rich and robust tradition of rituals and celebrations including recognition and goal attainment</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Subtotals</td>
<td>360/42 = 9</td>
<td>189/42 = 5</td>
</tr>
<tr>
<td>Total - 18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scoring Guide
17-40 – Critical and immediate attention needed
41-60 – Modifications and improvements are necessary
61-75 – Monitor and continue to make positive adjustments
76-85 - Amazing

What area do you think is the most critical?
In what area should the school and community start?
Does this data correlate to any of the previous data?
## Student Surveys

Student survey were administered to 3rd, 4th and 5th graders only

<table>
<thead>
<tr>
<th>Student Interactions</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students care about each other</td>
<td>5%</td>
<td>92%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Students respect each other</td>
<td>5%</td>
<td>90%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Students feel like they are part of the school</td>
<td>90%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know the rules</td>
<td>2%</td>
<td>37%</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>I follow the rules</td>
<td>17%</td>
<td>24%</td>
<td>57%</td>
<td>2%</td>
</tr>
<tr>
<td>I like coming to school</td>
<td>20%</td>
<td>63%</td>
<td>17%</td>
<td></td>
</tr>
</tbody>
</table>

### Security and Maintenance

| Students feel safe                                                                  | 1%                | 99%      |       |                |
| Teachers and other staff feel safe                                                 | 5%                | 95%      |       |                |
| Classrooms are clean and neat                                                      |                   | 100%     |       |                |
| The school is free of litter and graffiti                                          | 2%                | 98%      |       |                |

### Staff

| When I have a problem, I know who to talk to                                       | 5%                | 50%      | 45%   |                |
| My teacher respects me                                                             | 5%                | 7%       | 80%   | 8%             |
| My principal knows me and respects me                                             | 17%               | 10%      | 73%   |                |
| The principal and other administrators can be seen on campus                       | 60%               | 32%      | 8%    |                |

### Academics

| I do well in school and have good grades                                          | 47%               | 16%      | 24%   | 13%            |
| When I have a problem in class with Math or Language Arts, the teacher helps me  | 59%               | 31%      | 2%    | 8%             |
| I am smart                                                                         | 20%               | 15%      | 61%   | 4%             |

Does this data change your idea of what you believe is the most critical area needed to work on at this school?
Focus Groups

New principal met with different focus groups. Principal is able to communicate in both English and Spanish.

Parent Groups
Do you feel welcomed at XXX School?
English Speaking Parents - The majority of the parents felt welcomed into the office at the school. They did not feel welcomed by other staff members including the principal.

Spanish Speaking Parents – They did not care for the principal and did not ever see him. They felt the principal was mean and did not understand the students. They did not feel comfortable with many teachers because of the language barrier.

Do you feel the school campus is clean?
English - The majority of the parents felt the campus needed some attention. They noted the litter, the trash cans being full and litter in the streets in the morning. They were not sure why this was happening because they believe their child(ren) were responsible for cleaning up after themselves.

Spanish – No – the campus is never clean. The bathrooms smell, the teachers don’t care about this and there is never enough toilet paper. The parents wanted to know why the school did not use toilet seat covers and paper towels.

Do you know the school rules?
English - Most parents said that their child has been instructed to keep their hands and feet to self but that they could hit back if someone hit them first. Most parents told their child(ren) to follow the rules, listen to the teacher and do the work.

Spanish – of course we know the rules and our children better follow the rules every day. The noon duty supervisors are mean and don’t help my child(ren) with their lunch or give them a ball when they need it. Why aren’t we allowed to go eat with our child(ren)?
Do you think your child’s teacher is a good teacher?

English - Most parents thought yes, some did not know what their child(ren) were studying, some complained about homework, a lot of parents felt they did not know how to help their child(ren) and asked about interventions or tutoring.

Spanish – Yes, my child needs to learn and be in school. I do not think there are enough teachers who speak my language and I sometimes do not know what to say during parent conferences. I feel bad that I cannot help my child.

Interviewed each teacher individually

What is working well?
- Reader’s and Writer’s Workshop
- The schedule
- Supplies

What would you change?
- Need consistent rules in every room and outside
- Need time to plan together as a grade level
- Need a leader who is on campus and in rooms
- Need to suspend more students
- Parents need to be more involved and work with their child at home
- Parents need to speak English
- Why is there a staff meeting each week?
- We don’t have technology

Interviewed each staff person individually

What is working well?
- The front office staff is nice and friendly
- Teachers try very hard

What would you change?
- Students don’t know how to play outside
- Students get into too many fights
- The office staff cannot be the disciplinarian
- The principal should take control of the students
Practice of Community Psychology Paper

**Purpose:** The purpose of this assignment is for you to (1) apply the knowledge that you acquire throughout the course to a real-world community problem, and (2) become familiar with one specific organization that targets your chosen community problem. The paper requires you to THINK about what you are learning and APPLY it to a specific problem.

**Format:** All papers should be word-processed or typed using double-spacing and a 12 pt. font. Your papers should have a title, a cover page, page numbers on each page of text, and a reference page. Your reference page should include any course readings that you use, as well as any online references that you incorporate. You must cite any ideas, theories, etc. that are not your own. Whenever you refer to a concept from external materials you must cite the reference in the text of your paper. Your method of citation and reference list should be in “APA style”. The final paper should be 7-10 pages in length.

**Evaluation:** The Final Paper is worth 300 points
You will be evaluated in the following categories: Timely Submission (30 points), Comprehensiveness and Content Mastery (150 points), Creativity and Critical Thinking (60 points), Organization, Writing & Presentation (60 points).

**Description:**

I. **III. Description of the Organization.** Provide a brief overview of the organization (1-2 paragraphs)

II. **II. Introduction of the Problem.** The introduction to the paper should identify the problem based on the school case study. It should include a description of the school including demographics and any other pertinent information that might be related to the manifestation of your community problem. You can incorporate (approximately 1 page)

III. **III. Theory.** This section should address the question “What community psychology theories and concepts facilitate an understanding of your community problem?” Choose 1-2 theories or conceptual frameworks to apply to your community problem. Theories can include: Ecological levels of analysis, Ecological principles, Behavior settings, Sense of Community, Narratives, Stress and Coping theory, Empowerment theory, Oppression theory, Acculturation theory, etc.. (approximately 2 pages)

IV. **IV. Data –** describe the data - what type of data was collected, by whom, what does the data state, what doesn’t it state, what makes you think that (approximately 1-2 pages)

V. **V. Description of the Intervention and Action Approaches you would suggest –** This section should discuss the intervention and/or approach
you would implement. Then discuss how the program and activities should assist the organization and how. Describe the intervention in community psychology terms – how would you go about implementing these strategies? Would you go back into the school and get stakeholder input, would you hold a town hall meeting, would you speak to students – what steps would you take to implement. Discuss a timeline – will this take 1 year – 2 years – is this something that has levels to implementation – i.e. after 1 year this will happen, after 2 years this will happen. (2-3 pages)

VI. Conclusion – Discuss what obstacles you might encounter or might have to plan for and then construct a conclusion for this proposal