

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement
2007-2008 School Year



César Chávez Elementary School
School

38 68478 6041149
CDS Code

March 16, 2007
Date of this plan/revision

PURPOSE OF THIS ACADEMIC PLAN

This academic plan meets the content requirements of amended Education Code Section 64001 (effective January 2002) for a single school plan for pupil achievement. Such a plan must be developed at each school that operates any programs funded through the Consolidated Application.

This academic plan provides a single, comprehensive school plan to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results. The template provides a structured means to improve teaching and learning to meet state content and performance standards. To accomplish this purpose, the template includes elements found by educational research and professional practice to be essential to the success of plans to improve student academic performance. In addition, if all applicable portions of the template are properly completed, school plan content requirements will be met for all programs for which the school has an allocation in the Consolidated Application.

Schools operating School-Based Coordinated Programs must include instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional needs.

ACADEMIC PROGRAM SURVEY for CESAR CHAVEZ ELEMENTARY SCHOOL

Results of Survey given to all Certificated Staff March 6, 2007

The Academic Program Survey (APS) is an assessment tool developed by California Department of Education (CDE) for schools to examine implementation of the nine Essential Program Components (EPCs) which serves as a guide for schools to improve student academic achievement and identify areas of strength and weakness. Submit the completed APS to your Assistant Superintendent separate from the Academic Plan and Budget.

Each component will be rated on a scale of 0 to 3, as follows (**BOLD** the appropriate rating):

- 3** – Full level of implementation
- 2** – Substantial level of implementation
- 1** – Partial level of implementation
- 0** – Minimal level of implementation

All components in the academic survey must receive at least a rating of 2 for the school to be considered as performing that objective at an acceptable level. The 2 rating indicates a substantial level of implementation.

<p>1. Instructional Program To what extent have state-adopted (K-8) or standards-aligned (9-12) ELA and math curriculum and instructional materials (core and intervention) been implemented?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> students at all grade or program levels have and <u>appropriately</u> use on a daily basis the most recent state-adopted instructional program in ELA and math – “2 - Substantially” means that <u>all</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “1 - Partially” means that <u>some</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “0 - Minimally” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math 	<p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <hr/> <p>Math 3 2 1 0 Intervention</p>
<p>2. Instructional Time To what extent is the school adhering to recommended instructional time for core and intervention classes in ELA and math (K-8) and high school access to standards-aligned core courses?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> classrooms have the appropriate time allocations for students – “2 - Substantially” means that <u>75%</u> of classrooms have the appropriate time allocations for students – “1 - Partially” means that <u>half</u> of classrooms have the appropriate time allocations for students – “0 - Minimally” means that <u>few</u> classrooms have the appropriate time allocations for students 	<p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0 Intervention</p> <hr/> <p>Math: 3 2 1 0</p> <hr/> <p>Math: 3 2 1 0 Intervention</p>
<p>3. Principals’ Instructional Leadership To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that the principal and at least one vice principal (if applicable) have received AB 75/AB 430 training in ELA and math, including 40 hours each of training and practicum – “2 - Substantially” means that either the principal or the vice principal (if applicable) have received AB 75/AB 430 training, and plans exist for the other administrator to be trained within one year – “1 - Partially” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430 – “0 - Minimally” means neither the principal nor vice principal have made arrangements to take AB 430 	<p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p>
<p>4. Teachers’ Professional Development Opportunities To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472 – “2 - Substantially” means that <u>75%</u> of ELA and math teachers have completed AB 466/SB 472 training, and there is a plan to train the remaining teachers within one year – “1 - Partially” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training – “0 - Minimally” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training 	<p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p>

<p>5. Student Achievement Monitoring System(s) To what extent does the school have an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being used in a timely manner to determine student progress and modify instruction - “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u> - “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered - “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered 	<p>ELA <u>3</u> 2 1 0</p> <p>Math 3 <u>2</u> 1 0</p>
<p>6. Ongoing Instructional Assistance and Support for Teachers To what extent does the school provide instructional assistance and support to teachers (i.e., coaches and content specialists) in the core subjects?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides <u>appropriate</u> instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials - “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers - “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers - “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers 	<p>ELA 3 <u>2</u> 1 0</p> <p>Math 3 <u>2</u> 1 0</p>
<p>7. Monthly Teacher Collaboration by Grade/Content Level To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides opportunities on a regular and <u>frequent</u> basis (preferably two, one-hour meetings per month) for teachers to collaborate by grade or program level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in ELA and math - “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level - “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level - “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level 	<p>ELA <u>3</u> 2 1 0</p> <p>Math 3 <u>2</u> 1 0</p>
<p>8. Lesson Pacing Schedule (K-8)/Intervention (9-12) To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school - “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels - “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels - “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels 	<p>ELA <u>3</u> 2 1 0</p> <p>Math 3 <u>2</u> 1 0</p>
<p>9. Fiscal Support To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan - “2 - Substantially” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan - “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan - “0 - Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan 	<p>ELA <u>3</u> 2 1 0</p> <p>Math 3 <u>2</u> 1 0</p>

DATA SUMMARY

Though our school housed a Chinese Bilingual Program at one time, our school is currently composed primarily of Latino students who walk to our school - mostly from the Mission District to attend our Spanish Bilingual and ELD programs. There is a large gap between our largest population and the next largest population as noted:

Latinos	85.1%
ON	6.5%
African American	2.7%
Filipino	1.7%
NA	1.7%
OW	1.2%
Chinese	1.0%

Our numerically significant students include: Latino, Socio economically disadvantaged, English Learners. In addition, 20% of our students are identified Special Needs students (RSP, Speech, Inc, LH, Deaf)

César Chávez Elementary School staff analyzes data on an on-going basis. Over the course of the past five years, students at César Chávez Elementary School have demonstrated an upward trend on both language arts and math as demonstrated on the CST results, and in English acquisition, as demonstrated on the CELDT. Our students have demonstrated the following gains:

- 100% of our students were tested in 2006
- Our API rose from 594 in 2001 to 736 in 2006 –exceeding our API growth target every year for all students
- AYP was met for the first time in the spring, 2006. For **English Language Arts, 32.1% of our students scored at proficient or above** on the CST. When broken down by grade levels, our students demonstrated a steady increase in the number of students at proficient or above in English Language Arts:
 - Grade 2 from 24 to 27% (+3%);
 - Grade 3 from 26% to 41% (+15%);
 - Grade 4 from 21 to 34%(+15%) and
 - Grade 5 from 19% to 23% (+4%)
- For **Math, 40.6% of our students scored at proficient or above** on the CST
When broken down by grade levels, our scores had a more uneven upward trend:
 - Grade 2 from 54% to 38% (-16%);
 - Grade 3 from 60% to 49% (-11%);
 - Grade 4 from 29% to 40% (+11%) and
 - Grade 5 from 28% to 31% (+3%)
- CELDT analysis by classroom teachers noted a generally upward trend from kindergarten through fifth grades on the overall scores except for a drop from 1st to 2nd – which we believe is primarily due to the addition of reading and writing tests that are administered beginning in 2nd grade. Further analysis is needed.
- California writing Standards also proved a little more uneven, in that they rose from 67.3% in 2004 at level 4 or higher to 90.6% in 2005 and then dipped again to 85.7% in 2006 – may be due to the different genres assessed.
- We continue to use SCOE data (through Reading First) to analyze progress and plan for instruction.
- When surveyed on the APS, certificated staff found that we were substantially or fully implementing most components on the survey. The lowest rating(partial implementation) was on the math intervention program.

Families were provided a survey in both English and Spanish. 98% of the surveys returned were completed in Spanish. Over 40% of our families returned the family surveys; and families also attended Community Meetings. The principal also meets with families for monthly “Cafés con Leche” to discuss concerns about our school. The overwhelming number of families believe that our school provides a welcoming educational environment for our children and that their academic needs are being met. The areas of concern in all venues continues to be security from intruders– which we are addressing with the addition of security cameras. Typical comments included:

I like César Chávez School because:

Mis niños estan contentos en las escuela
Tienen programas para ayudarnos a nosotros y a nuestros hijos
Los maestros están bien preparados y son bilingues

To make César Chávez a better school we need to:

mas seguridad
que como padres participemos mas
arreglar el jardín

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

The following questions will help you reflect on current educational practices at your school and its impact on improving student achievement, and to craft your academic plan for the 2007-2008 school year:

Currently, what are the two or three (2-3) key objectives for the school in 2006-2007 (across the five District goals)? For each objective, please briefly answer the following questions, if applicable:

- a) **What key strategies and high-leverage activities are being implemented in order to achieve those objectives?**
- b) **What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?**
- c) **How are resources (WSF and categorical funds) being aligned school-wide to achieve those objectives, especially services and supports to enable under-performing students to meet standards?**
- d) **What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?**

Current-Year Objective 1: *César Chávez School will achieve its AYP targets for Latino students for the 2006-2007 school year as shown by the CST. Goal: AYP (24.4% ELA; 26.6% Math). César Chávez School will achieve its API targets for significant groups for the 2006-2007 school year as shown by the CST and CAT 6.*

1. What key strategies and high-leverage activities are being implemented in order to achieve those objectives?

Major High leverage Activity #1:

- Implementation of Reading First Strategies – including consistent fluency time, analysis of data and comprehension questioning strategies in the classrooms to meet academic needs of all students.

Major High leverage Activity #2:

- Consistent, regular analysis of assessments by grade level teams (SCOE)
- Grade level collaboration meetings for planning with a focus on writing.

High leverage Activity #3:

- ELD instruction in grades K-3 has been consistently scheduled and students are grouped by language proficiency to receive appropriate instruction.

What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?

Fluent English models: 322 out of our 404 students are second language learners (80%). One of the challenges that faces us is the very low percentage of fluent English models. With few English language models, we are noticing the need for vocabulary development and are noticing a great deal of language interference in our students' comprehension and writing. We are becoming more aware of the need for additional oral vocabulary development in English for our students. In addition, we have a number of newly arrived students who are placed in our school after one year at Mission Education Center. There were 15 students assigned new to our school in the upper grades – students who were pre-literate and non-English speaking.

How are resources (WSF and categorical funds) being aligned school-wide to achieve those objectives, especially services and supports to enable under-performing students to meet standards?

- *Class size reduction teachers were hired for our upper grades to reduce class size.
- *Two literacy teachers – one for primary grades and one for upper grades – were hired to support targeted students with literacy instruction
- *Two bilingual paraprofessionals were hired to support our students.
- *Teachers attend bilingual conferences; special education staff attend special needs conferences
- *Materials are specifically selected to meet the needs of our under-performing students.

What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?

- *The IRF and site support sub have developed a beginning ESL class for our newly arrived students
- *Primary grade teachers are supporting newly arrived students by absorbing them as “tutors” in their classrooms during ELA time to support beginning phonetic development
- *The IRF scheduled parent grade level educationals to inform families of what students are expected to know at each grade level.
- *San Francisco School Volunteers assist in the classrooms as directed by teachers, giving students extended learning opportunities.
- *Students are given homework assignments daily, in addition to learning packets and the District Homework Packet which is sent home for 10 weeks in grades 2-5.

Current-Year Objective 2: *75% of students will score at basic level on the 4th Grade State writing proficiency test. ELL, and Latino students will be targeted.*

What key strategies and high-leverage activities are being implemented in order to achieve those objectives?

Major High leverage Activity #1:

- *Analysis of writing and developing a year-long writing plan at and across grade levels. Teachers will analyze student writing over the course of the year to plan instruction for students. Comparison between Spanish and English writing has begun.

Major High leverage Activity #2:

- *Text talk was introduced to teachers to expand on students’ vocabulary. The selection of Tier 1, 2 & 3 words based on the themes in Houghton Mifflin was begun, and a list of agreed upon words has been developed. Teachers have been implementing this strategy in their classrooms.

What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?

Time during the school day is the number one barrier. We have begun working with Teaching and Learning to search for a way of incorporating text talk during the math portion of our day as well. We are also collaborating with our literacy teachers, and the after school program.

How are resources (WSF and categorical funds) being aligned school-wide to achieve those objectives, especially services and supports to enable under-performing students to meet standards?

- *Because we had other resources (see below), the upper grade literacy teacher also supported the fourth grade students with writing instruction in their classrooms.

What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?

- *IRF, Literacy Coach worked with staff to develop the K-5 Writing Scope and Sequence – culminating in a Scope and Sequence which will be continued in 2007-08
- *Parent meetings have been held to inform families about standards
- *Families and volunteers are incorporated into the classrooms to support our students.

Current-Year Objective 3: *All ELL and Special Education students identified as “at-risk” by analysis of data, academic performance and poor attendance will receive support activities and/or extended learning time (After school and Summer School) in order to meet their AMAO targets in 2006-2007*

What key strategies and high-leverage activities are being implemented in order to achieve those objectives?

Major High leverage Activity #1:

- *Special Education staff began to work collaboratively to ensure that all students were being served. There is a portion of the day when all sped staff (speech, RSP, LH) works to support our students by grouping students, supporting them, and analyzing their work.

Major High leverage Activity #2:

- *Class CSTs were held two times over the course of the year - once at the beginning of the school year to identify at risk students and place supports in place; and once in the middle of the year to follow up.

What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?

- *The continued challenge of “fitting everything in” – scheduling the Spanish component of the curriculum, ELD and Sped support in addition to the 2.5 hrs of ELA, 1 hour of math, social studies and science to meet state requirements.
- *This year, we met in Bilingual/ELD strand meetings to develop a clearer understanding of our goals toward bilingual education and transitioning into English.
- *Sped teachers have worked closely with all teachers and are developing clear communication systems.
- *Because of the large number of Sped, Deaf, and ELs, we need to focus on differentiation of instruction for our students within the classroom.

How are resources (WSF and categorical funds) being aligned school-wide to achieve those objectives, especially services and supports to enable under-performing students to meet standards?

- *A therapist and interns from Instituto were hired to support our students, and our families. Individual, group, and family therapy are components to support our students.
- *A consultant/storyteller was hired to work with our students during their library times.
- *Sports for Kids, an activity based program was contracted to work with K-5 students

What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?

- *Learning consultants, our nurse, our student advisor, and Instituto consultants are integral to our CSTs and are incorporated into the meetings to lend support to our students. All have direct contact with families and recommend community resources to our families.
- *The parent liaison works closely with families to develop appropriate workshops.

PRIORITIES FOR GOAL 1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP targets. Below are the data conclusions for each of the five District Goals and the school's key objectives and strategies for the upcoming 2007-2008 school year.

GOAL 1: ACADEMIC ACHIEVEMENT

Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.

Data Conclusions for Goal 1

*In following a group of students for English Language Arts on the CST students scored as follows:

2004 - 2nd 15% at proficient and above
2005 - 3rd grade 26% at proficient and above
2006 - 4th grade 34% at proficient and above

demonstrating an upward trend.

And in 2004 - 3rd 20% at proficient and above
2005 - 4th 21 % at proficient and above
2006 - 5th grade 23% at proficient.

Demonstrating an upward trend.

*In math, however, the trend was not always upward for the same group of students.

2004 - 2nd 53% at proficient and above
2005 - 3rd 84% at proficient and above
2006 - 4th 76% at proficient and above

demonstrating an up and down trend.

And in 2004 - 3rd 85% at proficient and above
2005 - 4th 61 % at proficient and above
2006 - 5th 52% at proficient and above

demonstrating a steady downward trend.

*The achievement gap in our school is not noticeably significant as we have a homogeneous population – because over 85% of our students are Latinos, they compose the majority of all subgroups as well- sped, GATE, etc.

*We have found that as more emphasis has been placed on ELA (Reading First, etc); we are noticing a drop in our math scores

Schoolwide proficient or above in ELA 2005: 25.1 2006: 32.1

Schoolwide proficient or above in Math 2005: 44.6 2006: 40.6

*SCOE Data: Fluency had been addressed schoolwide and students are achieving fluency, though vocabulary and comprehension appear to be an area where our students are struggling. Developing content and structure is going well – mechanics, word usage, and vocabulary are an area to focus on in 2007-08.

*Students in K-1 score well in the writing, but have great difficulty at 2nd-5th continuing to progress in their writing skills.

Key Findings:

*A great deal of staff development has occurred through Reading First –implementation has occurred – now we are looking at the quality of implementation.

*Because of the emphasis on ELA through Reading First, reading scores are increasing, and at this time, we are seeing that Math is an area that we need to address, as those scores are decreasing.

Key Objectives for Goal 1

Objective 1: By June, 2008, 30% of 33 students, or 10 students scoring below basic will move to basic or above and 30 % of 67 students, or 18 students scoring at basic will move to proficient on the CST in English Language Arts. EL students will show an average of at least 10% improvement on the CST – ELA.

Objective 2: By June, 2008 at least 30 % of 43 students, or 12 students scoring at below basic will move to basic and above and at least 30% of 47 students or 13 students scoring at basic will move to the above basic range on the CST in math. EL students will show an average of 10% improvement.

Key Strategies

Key Strategy 1: Teachers will analyze the components of the literacy and math program at and across grade levels to develop standards of implementation.

Key Strategy 2: Based on the current assessment results, teachers will select 4-5 focal students by the end of September for their classroom in order to monitor student progress and inform their instruction for all students in language arts and mathematics.

Key Strategy 3: Address the needs of students performing below grade level.

GOAL 2: ACADEMIC EQUITY

Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate..

Data Conclusions for Goal 2

Key Findings:

*Due to the homogeneous nature of our student population, the majority of our identified Sped students, GATE, ELD, and bilingual programs include the same students.

*20% of our students are identified Special needs students

*The spring 2006 CST ELA indicated that 32% of the students scored at or above proficient level. By comparison, 29% of ELs scored at or above proficient.

*15 newly arrived students with little or no previous schooling entered our school in grades 3-5

*15 students were eligible to be reclassified from EL to Fluent.

Key Objectives for Goal 2

Objective 1: By June, 2008, 33% of our EL students will make at least one positive level change on the CELDT overall score.

Objective 2: By June, 2008, 10% of identified Special education students will make at least one positive level change as demonstrated on the CST ELA.

Key Strategies

Key Strategy 1: During the ELD component of the day, and throughout the other academic areas, vocabulary development will be a focus of instruction.

Key Strategy 2: Special ed and general ed staff will work collaboratively to develop an articulated plan for identified students.

Key Strategy 3: Increase repertoire of teaching strategies for all staff.

GOAL 3: INSTRUCTION IMPROVEMENT

Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, school-wide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 3

Key Findings:

- *Over the past four years, all staff has been through a number of staff development opportunities for Reading First – summer institutes, and grade level meetings over the course of the school year. At this time, all classrooms have implemented Focus walls, are using all the components of Houghton Mifflin. We are now revisiting/refining the components of the program.
 - *Staff meets in grade level meetings, as well as monthly reading first meetings. As a result, test scores continue on an upward trend.
 - *Current SCOE theme assessments show that most of our students in grades 2nd-5th are scoring at intensive & strategic levels. Reading comprehension and vocabulary are consistently lower than fluency.
 - *We are finding that the need for alternative assessments, in addition to the SCOE, are needed in order to better address the needs of our students.
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Key Objectives for Goal 3

Objective 1: By October, 2007, plan, develop and begin year-long six week cycles of inquiry to inform instruction for literacy and math.

Objective 2: By January, 2008, all students will have been assessed using an alternative assessment (aside from SCOE) selected by staff to better inform teachers for instruction in both language arts and math.

Key Strategies:

Key Strategy 1: Classroom teachers will be given opportunities to observe each other's implementation of six-week cycle of teaching.

Key Strategy 2: Language arts block will be uninterrupted. All extra curricular programs – including AIM concerts will take place after the language arts block.

Key Strategy 3: Analyze a variety of assessment tools to select appropriate supplemental assessments focused on supporting the transition from Spanish to English more appropriately

Goal 4: SCHOOL CLIMATE

Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.

Data Conclusions related to Goal 4

Key Findings:

- *For the 2006-07 school year, we had 0 suspensions to date.
 - *Sports4Kids has positively impacted the playground during recess – yard referrals are down.
 - *School wide, there have been # of referrals to the office.
 - *At every meeting, security from outside intruders is of utmost importance for our families. Family Surveys indicate a general satisfaction with our school in all areas except safety and security in our neighborhood. Measures (such as locking the main gate to the yard) have been taken to secure our school. In addition, at this time we have set aside some monies to offset the cost of security cameras at the school and a new garden gate was raised to eliminate homeless overnights.
 - *Attendance has increased over the course of the year, but after assessing for **on-time** attendance – meaning that students will be at school at 8:40 when the bell rings, up to ½ the children are not present.
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Key Objectives for Goal 4

Objective 1: By June, 2008, on-time attendance will increase by 50% in all classrooms.

Objective 2: By October, 2007, systems for security from outside intruders will be in place.

Key Strategies:

Key Strategy 1: Develop parent educationals and reward system for on-time attendance.

Key Strategy 2: Develop and enforce a system for identifying visitors at the school.

GOAL 5: PARENT & COMMUNITY INVOLVEMENT

Significantly increase the involvement of a broad base of parents and community at the school level.

Data Conclusions related to Goal 5

Data was gathered through:

- Bilingual Family Surveys were disseminated in February
- Two community meetings were held
- Cafés con Leche are held monthly with parent-driven agendas

Key Findings:

*Over 50% of our families attended Back to School Night

*Some of the newly elected SSC/SAC/ELAC officials were unclear of their responsibilities, and meeting times were moved around in order to accommodate majority attendance.

*Informal assessments (through homework assignments and raffle entries) demonstrate that a large number of families have begun reading “La Conexión Familiar / Family Connection” – our bimonthly newsletter.

*Families have number of opportunities to participate, but at this time, there is no organized classroom support – ie Room Parent Program

*99% of our families attended Parent Teacher Conferences at the school in the fall semester, we are targeting 100% for the spring semester

*Family Surveys indicate that an area for César Chávez to improve is to have more families participate / volunteer.

*SSC/SAC/ELAC members who resigned or were disinterested in continuing were replaced through an election process.

Key Objectives for Goal 5

Objective 1: By June, 2008, families will be organized and empowered to support their children in the classroom and our school.

Objective 2: By June, 2008, meaningful (ie SSC/SAC/ELAC/PTO) parent participation will increase by 50% at the school site and at the District Level (DLAC)

Key Strategies for Goal 5

Key Strategies:

Key Strategy 1: Develop a functioning Room Parent Program.

Key Strategy 2: Develop a functioning and self-sustaining parent governance body.

<ul style="list-style-type: none"> Teachers will assess themselves, and will be observed three times a year for alignment and full implementation and share their grade level findings. Teachers will modify and adapt pacing schedule for math. Teachers will identify key strands in math to develop mastery by grade level. Teachers will select formative assessments in math. <p>Involvement of staff, parents, and community</p> <ul style="list-style-type: none"> Identified students will receive small-group instructional support (k-2 and 3-5) by the literacy specialists and paraprofessionals. CST will meet with classroom teachers to identify and follow up on students. Regular IEP, SST, and CST meetings will be held. Students will be given appropriate support in a timely manner. Eligible 4th and 5th grade focal students will receive 30 additional minutes daily of extra literacy support. All students will continue to receive and work on extended learning activities such as Time for Kids, Homework Packets, and Test Ready materials. After school programs are provided to targeted students Families will be informed of student progress. 	<p>Mar</p> <p>By Oct By Jan</p> <p>By Nov</p> <p>Aug- June</p> <p>Sept & Jan</p> <p>Weekly & as needed Beg in Oct</p> <p>Weekly & in the spring Aug-June Quarterly & as needed</p>	<p>Literacy Specialists & Paraprofessionals</p>	<p>\$150,667</p>	<p>Targeted Inst Impr Grant \$69,932 Title I Targeted Assistance \$31,081 Title I SWP \$49,654</p>	
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Monitoring and Assessment for Goal 1

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- GOAL 1 will be reviewed three times over the course of the year – at staff meetings, and SSC meetings.**
 - Weekly grade level meetings and one Reading first meeting per month will be used to focus on student work and assessments, aligning standards & share best practices to meet the needs of the underachieving students.**
 - Every 6 weeks, focal students’ assessment data and class work will be analyzed**
 - Formal & informal observations by the principal and the IRF will give specific feedback on in-class participation of focal student progress**

GOAL 2: ACADEMIC EQUITY

Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

CESAR CHAVEZ ELEMENTARY SCHOOL

Objective 1: By June, 2008, 33% of our EL students will make at least one positive level change on the CELDT overall score.

Objective 2: By June, 2008, 10% of identified Special education students will make at least one positive level change as demonstrated on the CST ELA.

Key Strategies:

Key Strategy 1: During the ELD component of the day, and throughout the other academic areas, vocabulary development will be a focus of instruction.

Key Strategy 2: Special ed and general ed staff will work collaboratively to develop an articulated plan for identified students.

Key Strategy 3: Increase repertoire of teaching strategies for all staff.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed	
<ul style="list-style-type: none"> • ELs will be provided with at least 30 minutes daily of ELD (K-2 Rigby; 3-5 will supplement Rigby using Focused Approach) • To provide additional oral vocabulary development opportunities, Visual Thinking Strategies (VTS) will be implemented in the classrooms • Art and music consultants will be hired to provide supplement art and music support to provide additional auxiliary services for students. • Targeted newcomer students will receive intensive ELD instruction in small groups • Experiential opportunities (ie field trips, school garden) for students will be provided to increase vocabulary. • Teachers will use assessment data and student work samples to recommend students for after school extended day learning opportunities. • Students in grades 1-5 will be given opportunities for enrichment, tutorial, mental health and sports activities through the Jamestown & ExLL After School Program. 	Aug-June	VTS materials/ staff development	\$3,971	Prop H Arts		
	1 lesson per month	Sept – May	Art and Music Consultants	\$15,000	Arts & Music Block Grant	
	Beginning in September	As scheduled	Field Trips	\$10,731	Title 1 Targeted Assistance \$5000 Title 1 SWP \$4970 Arts & Music Grant \$761	
	By Sept	By Sept				

<ul style="list-style-type: none"> • Storytelling consultant will read aloud to students for additional vocabulary development support. • Grade level teams will schedule uninterrupted universal access time for each classroom • RSP, Inclusion Teacher, Speech Therapist, Special Education teachers and sped paraprofessionals will plan to support identified students through push in and pull out. • Professional development around differentiating for special needs students will be provided for use especially during UA • All special education students – LH, Deaf Education, Aural/Oral, inclusion - students will be integrated into the general education classrooms for at least the oral language, art, music, or physical education portions of the day. • Opportunities of technology to support special projects and alternate assignments will be provided to build student capacity and to extend learning. • Repertoire of teaching strategies will be included in the communications binder for each identified sped student to communicate between the teachers (sped and general ed), student, and family. • Spanish/English writing will be analyzed for common transitional errors. 	Sept-May	Multicultural Storyteller Consultant	\$27,000	Title 1 Targeted Assistance	
	Aug – June				
	Aug – June				
	Aug – June				
	Aug – June	Technology Paraprofessional	\$27,586	Targeted Inst Imprv Block	
	Aug - June				
	Aug - June				
Quarterly					

Monitoring and Assessment for Goal 2

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- **GOAL 2 will be reviewed two times over the course of the year at staff meetings and SSC meetings.**
 - **Assessments results will be used to inform instruction with a focus on the transition of EL students**
 - **During scheduled Reading First SCOE analysis, teachers will use additional results (CST, etc) to align instruction**
 - **Sped students will be monitored through IEPs and Attachment Gs.**
 - **GATE Coordinator and GAC will monitor the GATE program – especially GATE referrals**
 - **The Leadership Team will meet bimonthly to review progress of implementation**

GOAL 3: INSTRUCTIONAL IMPROVEMENT

Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, school-wide programs, school-based curricular instructional or programmatic improvements.

CESAR CHAVEZ ELEMENTARY SCHOOL

Objective 1: By October, 2007, plan, develop and begin year-long six week cycles of inquiry to inform instruction for literacy and math.

Objective 2: By January, 2008, all students will have been assessed using an alternative assessment (aside from SCOE) selected by staff to better inform teachers for instruction in both language arts and math.

Key Strategies:

Key Strategy 1: Classroom teachers will be given opportunities to observe each other’s implementation of six-week cycle of teaching.

Key Strategy 2: Language arts block will be uninterrupted. All extra curricular programs – including AIM concerts will take place after the language arts block.

Key Strategy 3: Analyze a variety of assessment tools to select appropriate supplemental assessments focused on supporting the transition from Spanish to English more appropriately.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<ul style="list-style-type: none"> • 6-week teaching focus cycles in language arts and math will be implemented to improve instruction • Teachers will be released at least 4x per year to participate in review of assessment data and professional development conducted by the IRF, Reading 1st Coach on effective instructional strategies and reading and writing. • Teachers will also be released to conduct peer observations on selected areas of implementation based on the 6-week focus cycle calendar. • Pacing calendars for both reading and math will be used at each grade level to ensure curricular coherence throughout the school • Develop a master schedule in which all extra curricular programs are scheduled outside the language arts block. • Spanish and English writing will be analyzed for common transitional errors. • Formative assessment for math will be selected • Staff will use Running Records to assess reading comprehension in 	Aug – June				
	Oct – Apr				
	Sept – May				
	Aug – June				
	By Oct				
	Aug - June				
	By Oct Beginning Mid-year				

both English and Spanish.	End of year				
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Monitoring and Assessment for Goal 3

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- **GOAL 3 will be reviewed with all staff and the SSC 2 times over the course of the year.**
 - **The Leadership Team will meet bimonthly to review progress of implementation.**

GOAL 4: SCHOOL CLIMATE

Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.

CESAR CHAVEZ ELEMENTARY SCHOOL

Objective 1: By June, 2008, on-time attendance will increase by 50% in all classrooms.

Objective 2: By October, 2007, systems for security from outside intruders will be in place.

Key Strategies:

Key Strategy 1: Develop parent educationals and reward system for on-time attendance.

Key Strategy 2: Develop and enforce a system for identifying visitors at the school.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<ul style="list-style-type: none"> • Daily attendance and on-time attendance will be monitored, supported and enforced by SART team • Enforce uniform policy to minimize time preparing for school. • Perfect on-time attendance will be awarded monthly – a monthly school-wide chart will be prominently displayed. • Families will be informed of absenteeism and tardiness through phone calls, personal conferences and correspondence. • Parents of children whose children are habitually late will be required to attend parent training. • Mental health support personnel will work with small groups and individual students to support on-time attendance. • Sports4Kids and Jr. Coaches, Conflict Managers, and other monitor positions must have on-time attendance in order to participate. • Enforce system of volunteer identification – all adults in school must wear identification badges • Staff will come to agreement on school wide policies and procedures for Visitor Protocols. 	Aug – June	Elementary Student Advisor (.25)	\$12,914	Title I SWP	
	Aug – June				
	Aug – June				
	Aug – June	Mental Health Services	\$25,000	Targeted Inst Imprv Block Grant	
	Aug – June				
	Aug – June	Sports 4 Kids Program	\$20,000	Targeted Inst Imprv Block Grant	
	Aug – June				
By Sept					

Monitoring and Assessment for Goal 4

- **GOAL 4 will be reviewed two times over the course of the year at staff meetings and SSC meetings.**
- **CST will review the attendance data two times over the course of the year and share results with staff and parents.**

GOAL 5: PARENT & COMMUNITY INVOLVEMENT

Significantly increase the involvement of a broad base of parents and community at the school level.

CESAR CHAVEZ ELEMENTARY SCHOOL

Objective 1: By June, 2008, families will be organized and empowered to support their children in the classroom and our school.

Objective 2: By June, 2008, meaningful (ie SSC/SAC/ELAC/PTO) parent participation will increase by 50% at the school site and at the District Level (DLAC)

Key Strategies:

Key Strategy 1: Develop a functioning Room Parent Program.

Key Strategy 2: Develop a functioning and self-sustaining parent governance body.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<ul style="list-style-type: none"> • Recruit and train Room Parents for each classroom. Room parents will be trained to develop leadership skills. • Teachers will prioritize needs for each classroom to develop a guideline for Room Parents • Room Parents will attend Room Parent meetings on a monthly basis to help to develop the program. • Teachers will participate in at least two evening family educationals to support students in literacy, math, and writing. • Information about parenting, literacy, support services and effective communication skills will also be shared with all parents through the bimonthly bilingual newsletter. • Create a Parent Education Advisory Committee composed of parents and staff to develop year-long Family Education plan • Recruit and train parent leaders (especially in grades K-2) to serve on the SSC for a minimum of two years. • Governance committees (SSC/SAC/ELAC/PTO) will be fully trained about their roles and responsibilities for participation 	<p>By Oct By Oct</p> <p>Aug – June</p> <p>Fall, Spring</p> <p>Aug – June</p> <p>By Nov</p> <p>Aug - June</p> <p>Sept/Oct</p>				

Monitoring and Assessment for Goal 5

- **GOAL 5 will be reviewed two times over the course of the year at staff meetings and SSC meetings.**
- **Data on parent participation (sign-ins, surveys) will be collected and analyzed.**
- **Survey will be sent out in September to assess needs/interests of families and workshop development will be based on these needs.**
- **The Leadership Team will meet bimonthly to review progress of implementation.**

School Site Council (SSC) Membership

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
		X					
Numbers of members of each category		1					

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

For schools participating in the Immediate Intervention/Underperforming Schools Program, the local governing board must appoint a "broad-based schoolsite and community team" (Education Code 52054(a)). The board may meet this requirement in either of the following ways:

- *Add one or more "nonschoolsite personnel" to an existing school site council to form the "school site and community team"; or*
- *Appoint a "school site and community team" unrelated to the membership of the school site council.*

English Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Numbers of members of each category								

The composition of the English Learner Advisory Committee (ELAC) must contain parents of EL students.

The percentage of parents of EL students is to be at least the same as that of EL students at the school.

School Advisory Committee (SAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Numbers of members of each category							

The composition of the School Advisory Council must be such that it contains a majority of parents.

Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees DATE:

 - B. One meeting to present plan upon its completion. DATE:

7. This school plan was adopted by the school site council on: _____.
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

_____	_____	_____
Typed name of school principal	Signature of school principal	Date
_____	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date