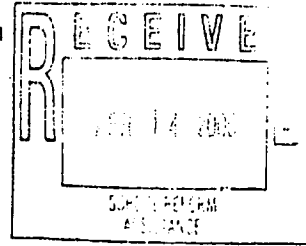


Application #

**Immediate Intervention/Underperforming Schools Program
 (II/USP)
 DISTRICT APPLICATION FOR FUNDING
 FOR ALL SCHOOLS**

Mail original
 and two copies to:

School Reform Assistance Office
 District and School Support Division
 California Department of Education
 721 Capitol Mall, 2nd Floor
 Sacramento, California 95814



**Postmarked no later than
 April 15, 2000**

Part I: Application Information: Complete for LEA submitting application for funding.

| | |
|---|--|
| <p>Name of Local Educational Agency (LEA): Ravenswood City School District</p> <p>County/District Code: 4168999</p> | <p>Total Grant Amount Requested for all schools: \$247,296</p> <p>Dates of Project Duration: July 1, 2000 to June 30, 2002</p> <p>Date of local governing board approval: April 13, 2000</p> |
| <p>District Superintendent: Dr. Charlie M. Knight</p> | <p>District Contact Person: Clara Rouse</p> |
| <p>Address: 2160 Euclid</p> | <p>Address: 2160 Euclid Avenue</p> |
| <p>City: East Palo Alto Zip: 94303</p> | <p>City: East Palo Alto Zip: 94303</p> |
| <p>Phone: 650-329-2800 Fax: 323-7963 (650)</p> | <p>Phone: 650-329-2800 E-mail: crouse@ravenswood.k12.ca.us</p> |

Part II: Signature (Signature must be original. Use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all principals included in the application.

Charlie M. Knight 4/6/00
 printed or typed name of superintendent date

Charlie M. Knight
 signature of superintendent

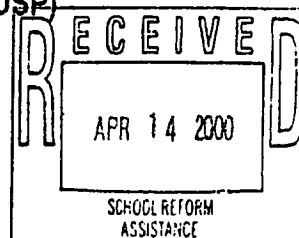
Donna Rutherford 4/6/00
 printed or typed name of board president date

Donna Rutherford
 signature of board president

Application #

Immediate Intervention/
Underperforming Schools Program (II/USP)

SCHOOL APPLICATION
For II/USP Funding



Part I: Application Information: Complete for school submitting application for funding.

| | | | |
|---|---------------------|---|------------------------|
| Name of applicant school: César Chávez Academy | | Total School Grant Amount Requested: \$247,296 | |
| County/District/School Code: 41-68999-6044366 | | Dates of Project Duration: July 1, 2000 to June 30, 2002 | |
| Principal: Ruth Brooks-Woods | | External Evaluator: Education Partners | |
| Address: 2450 Ralmar Avenue | | Address: 2601 Mariposa Street | |
| City: East Palo Alto | Zip: 94303 | City: San Francisco | Zip: 94110 |
| Phone: (650) 329-6700 | Fax: (650) 326-8902 | Phone: (415) 865-1700 | E-mail: (415) 865-1750 |

Part II: Signatures (Signatures must be original. Use blue ink.)

The principal and the external evaluator submitting the application sign on behalf of all staff and parents/community members.

Ruth Brooks-Woods

printed or typed name of principal 3/30/00 Ruth Woods
date signature of principal

Edward Porter

printed or typed name of external evaluator 3/30/00 Edward Porter
date signature of external evaluator

CONDITIONS OF GRANT AWARD

- 1) This grant shall be administered in accordance with the provisions of the Action Plan description and in compliance with federal and state assurances as specified.
- 2) Approved project funds shall be administered in accordance with the provisions of Section 1, Chapter 6.1, Public Schools Accountability Act of 1999, (commencing with Section 52050) of Part 28 of the Education Code. Expenditures shall comply with all applicable provisions of federal, state, and local rules, regulations, and policies relating to the administration, use, and accounting for public schools funds.
- 3) Including but not limited to, the federal IASA and the California Education Code.
- 4) It is the intent of this grant that all approved project funds for fiscal years 2000-2001 and 2001-2002 grant periods must be expended or obligated within the amounts indicated in respective Individual School Budgets contained in the annual applications. Carryover of funds beyond June 30, 2002 will not be allowed. Budget adjustments shall be reported on the End-of-Year Reports.
- 5) The District Superintendent or his/her designee will submit to the CDE by August 31, 2001 and 2002, an End-of-Year Expenditure Report or a Standardized Account Code Structure (SACS) generated report specifying how funds were expended.
- 6) Approved project funds will be passed-on in their entirety to approved schools by the district superintendent. Thus, the district is not allowed to retain any indirect costs.
- 7) Expenditures for the acquisition of capital outlay items, such as computers and printers, shall be reasonable and directly linked to the Action Plan activities. All capital outlay items shall be inventoried, designated as purchased with II/USP funds, and must remain within the school for which the purchase was approved.
- 8) These monies shall be recorded in Income Code 8590 if you are using the old account structure. For those using the new Standardized Account Code Structure (SACS), monies shall be recorded in Resource Code 7255 and Revenue Code 8590.
- 9) The enclosed *Certification of Acceptance of Grant Conditions* must be signed and returned within 10 days following receipt of the grant award letter to: School Reform Assistance Office, 721 Capitol Mall, 2nd Floor, Sacramento, CA 95814. Upon receipt of this form, the first payment of your grant funds will be released. Please allow two to four weeks for processing your grant.
- 10) II/USP state funds will be released in three increments for each fiscal year: Forty (40) percent upon receipt of the required Certificate of Acceptance of Grant Conditions form, forty (40) percent on or about December 15th, and the final twenty (20) percent after receipt of the End-of-Year Report due August 31, 2001 and 2002. The final payments may be subject to reduction or billing based upon information in the final reports.

| |
|---|
| Action Plan Team Members' Signature Page |
|---|

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan.

| Typed or printed name and position | Signature | Date |
|--|--------------------------|--------|
| External Evaluator: Edward Porter | <i>Edward Porter</i> | 4-1-00 |
| School Board President: Donna Rutherford | <i>Donna Rutherford</i> | 4-6-00 |
| Associate Superintendent: Clara Rouse | <i>Clara Rouse</i> | 4-6-00 |
| Curriculum Director: Vera Clark | <i>Vera Clark</i> | 4/6/00 |
| Parent: Patricia Townsend | <i>Patricia Townsend</i> | 4/6/00 |
| Parent: Cherry Gilbert | <i>Cherry B. Gilbert</i> | 4/6/00 |
| Parent: Margarita Gomez | <i>Margarita Gomez</i> | 4/6/00 |
| Principal: Ruth Woods | <i>Ruth Woods</i> | 4/6/00 |
| School Site Project Coordinator: Carla Walden | <i>Carla Walden</i> | 4/6/00 |
| Teacher: Cynthia Jones | <i>Cynthia Jones</i> | 4/6/00 |
| Teacher: Jose Ibarra | <i>Jose Ibarra</i> | 4/6/00 |
| | | |
| | | |
| | | |

**Immediate Intervention/
Underperforming Schools Program**
California Department of Education

**César Chávez
Academy**
Action Plan

External Evaluator
Education Partners
2601 Mariposa Street, Suite 100
San Francisco, CA 94110
Phone: 415-865-1700
Fax: 415-865-1750

César Chávez Academy

Public Schools Accountability Act Immediate Intervention/Underperforming Schools Program (II/USP) Action Plan Content Checklist

| 1. School and District Information | Page # |
|--|--------|
| a. Description of the school and district conditions identified in the school accountability report card | 1-5 |
| b. Identification of barriers to improvements in student achievement | 6-7 |
| c. Identification of strategies to remove school and district barriers | 6-7 |
| d. Inclusion of school and district crime statistics | 8 |
| e. Inclusion of disaggregated data and description of other indicators for short-term growth targets and long-term performance progress of goals | 9-20 |

| 2. Short-Term Academic Objectives for Two Years | |
|--|-------|
| a. Set annual growth targets at least as high as those adopted by the SBE | 21-36 |
| b. Description of short-term academic objectives for a two-year period for progress toward growth targets as specified in the Academic Performance Index | 21-36 |

| 3. Future Actions to Reach Objectives | |
|---|-------|
| a. Strategies for improvement of student academic performance | 21-36 |
| b. Strategies to involve parents and guardians | 21-36 |
| c. Effective allocation of resources | 21-36 |
| d. Effective management of the school | 21-36 |
| e. Identification and development of solutions that take into account the underlying causes for low performance by students | 21-36 |

| 4. Expenditure Plan | |
|---|-------|
| a. Inclusion of an expenditure plan not exceeding \$168 per student describing how Local, state, and other available funds are used to match the II/USP funds | 37-39 |

| 5. Recommendations | |
|---|-------|
| a. Description of student academic performance based on SBE-adopted content Standards | 40-42 |
| b. Description of the engagement of parents, guardians, and the school community was involved in the planning and implementation of the Action Plan | 43 |
| c. Describe other areas of identified need; (Consider using Form 3b, "Recommended Format for Future Actions.") | 44 |
| d. Description of an overall evaluation plan | 45 |



School Report/Reporte Escolar: 1998-99

Cesar Chavez Academy

Ravenswood City School District
Ms. Ruth Woods, Principal
2450 Ralmar Street, East Palo Alto, CA 94303
School: (650) 329-6700; District: (650) 329-2800

School Mission

Students at César E. Chávez Academy will be empowered to achieve in a learning environment that rewards initiative and accomplishing one's personal best with special attention given to each child's learning styles. Our charge is to educate, motivate and nurture students to be successful in high school and beyond. Students will be continually challenged and empowered. All children will embrace and practice the lifeskills necessary to become successful members of their communities.

All students will perform community service in order to learn the relevance and importance of community involvement. They will be proud of their accomplishments and eager to learn new things.

César Chávez Academy Takes Off

School Profile

César E. Chávez Academy is located in East Palo Alto on Ralmar Court off Bay Road. The Academy serves kindergarten through eighth gradestudents. One-third of our families receive Aid to Families with Dependent Children and three-fourths of our families qualify as low-income.

César E. Chávez currently enrolls 737 Kindergarten through eighth grade students with the following ethnic breakdown:

| | |
|----------|-----|
| Hispanic | 76% |
| Black | 10% |
| Asian* | 14% |
| White | 1% |

(*Includes Pacific Islanders, Filipinos, others)



César E. Chávez Academy originated in the fall of 1991 as a result of the district-wide reconfiguration of the schools in the Ravenswood City School District. A kindergarten through eighth grade school was born on the site of the former middle school. In the fall of 1993, students, parents, and staff voted on a new name for Ravenswood New School. The new name, César E. Chávez Academy, was approved by the Ravenswood School Board in December, 1993. A dedication was held in January, 1994. Guest Speakers included César E. Chávez's daughter and nephew.

Since the renaming of the school, the César E. Chávez Academy has embarked on many exciting and rewarding projects. In 1995 the Academy established a comprehensive elective program covering subjects such as instrumental music, journalism, technology, cooking and leadership for students in grades six through eight. For the past two years, students in all grades have participated in the César E. Chávez Academy Community Garden Project.

In 1995, the César E. Chávez Academy joined a collaborative of schools from the San Carlos and Belmont School Districts. This Collaborative was awarded a Challenge 2000 Grant. As part of this "Family of Schools", the Academy staff worked hard to align the science and math curriculum with the State Framework in an effort to produce *the most sought after graduates in the world*. Also, in spring of 1996 the César E. Chávez Academy was fully networked and connected via a T-1 line to the Internet!

Finally, César E. Chávez Academy is pleased to have been accepted to the Bay Area School Reform Collaborative in 1996. A five year grant to support the reform and leadership efforts of the school was awarded by the Collaborative.

Expenditures/Funding



In addition to basic funding, César E. Chávez Academy qualifies for Title I and School Improvement Funds. Priorities for the expenditure of these categorical and discretionary funds as administered by the School Site Council are instructional supplies, staff development, cultural enrichment, and library books.

| | |
|----------------------------------|-----------|
| Categorical Allocations, 1998-99 | |
| School Improvement | \$62,639 |
| Title I | \$168,571 |
| EIA-SCE | \$37,023 |
| EIA-LEP | \$63,250 |

In 1989, the state of California enacted legislation mandating the reporting of salary and budget comparisons in the School Accountability Report Cards. The table below compares the Ravenswood City School District's averages to statewide averages for appropriate elementary school districts. *Comparative information is based on the most current statewide averages provided by the San Mateo County Office of Education, for the 1996-97 school year.*

1996-97

| Item | Statewide | Ravenswood |
|---|-----------|------------|
| <u>Teachers' Salary</u> | | |
| Beginning | \$27,732 | \$28,683 |
| Mid-Range | \$43,005 | \$41,485 |
| Highest | \$51,497 | \$51,666 |
| School Site Principals, Ave. Salary | \$65,700 | \$63,671 |
| District Superintendent's Salary | \$86,764 | \$96,199 |
| Budget Percentage for Administrative Salaries | 5.89% | 7.96% |
| Budget Percentage for Teachers' Salaries | 43.60% | 35.78% |

Community Involvement & Support

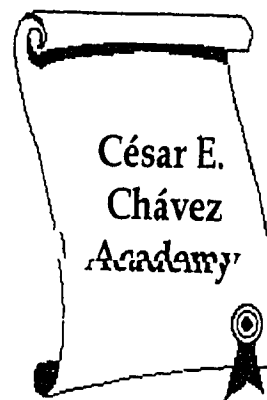
Parent participation is essential to success at César Chávez Academy. This year staff at the Academy has made increased parent involvement a primary goal. The 1997-98 school year began with a big family barbecue that attracted over 100 parents. This has become an annual event. Since then parents have attended monthly luncheons to honor the Academy "students of the month". Parents are informed about special events at the school through the monthly calendar which is sent home with every child and posted in the Parent Information bulletin board.

The César Chávez Academy has been awarded several grants that have facilitated community involvement. The Garden Grant allows for parents, students and community members to work together to maintain a gar-

den on campus. The Community Computer Lab Grant has made it possible for the Academy to open its Computer Lab to the public on Saturdays. Other grants have fostered our partnership with Brittain Acres School in San Carlos or have brought community partners and family members in to support the work of the school.

Our physical education teacher, worked with students under the Youth Community Service Program of Palo Alto/East Palo Alto to develop leadership skills. The Consortium for Young Women helps both boys and girls by bringing to the school role models and speakers who reflect the cultural make-up of our student population. Leaders of business and industry inspire our stu-

dents with a message of taking responsibility and taking charge of one's goals and one's life.



Leadership and Instructional Support

The staff of the César E. Chávez Academy plans instruction based on the state frameworks and new district-wide standards and builds their objectives on these guides. Lesson plans are developed to support these objectives. We also plan thematic units where all curriculum areas address the major unifying theme at each grade level. Special student populations are identified and strategies are developed to address their special needs.

A number of exemplary programs are in place at our school:

Library services at César E. Chávez include regularly scheduled class visits for library instruction and book check out. In addition, the library is open three afternoons per week.

New Perspectives is in its fourth year of operation. It is a counseling program serving 4th-8th grade students who have been recommended by a teacher, parent, or administrative staff.

The Computer Lab with its Apple Mediaworks multi-media center and full computer lab provide our 4th-8th grade students with the opportunity to complete projects by integrating various audio and visual media. Final assessments are student-produced video tapes. Topics include, birds, outdoor education, careers, recycling, and city of the future. An Internet connection has greatly expanded the lab's and students' capabilities.

Algebra is offered to eighth grade students, both as an after school program and as part of the regular mathematics curriculum.

After School Tutorial services are provided by one teacher from each grade level from grades 2-8. In addition, a homework assistance program is available to students who need extra help.

Youth Community Service (YCS) is a cooperative community program bringing together East Palo Alto and Palo Alto youth to promote leadership and community service. Students meet weekly during their lunch hour, after school, and on weekends with the coordinator to plan and implement projects.

Music Program is a grant developed by staff at César Chávez Academy and two middle schools in Palo Alto. The program involves the 4th and 5th grade students at César Chávez and the 7th and 8th students at Jordan and JLS. The middle school students who are presently band students are teaching the 4th and 5th grade students how to play instruments.

The Garden Project is a program for K-8 students. Each grade level has a plot of land for their use. They prepare the soil, plant the seeds and harvest the garden with the support of their classroom teacher, Science Lab teacher and community volunteers.

The Electives Program offers students in grades 6-8 courses in instrumental music, dramatic arts, journalism, leadership, cooking, Spanish, photography, ceramics, aerobics and world studies.

Spanish/English Exchange Program involves a fifth grade class at César Chávez and Jordan Middle School. The program was designed to improve self esteem and encourage communication between two different cultures.

Community Service Program provides students in grades 6-8 with opportunities to perform community service at school. Students assist teachers in their classrooms, serve lunch in the cafeteria, perform campus clean-up projects and complete other school service projects.

Teacher Assignments and Class Size

Teachers at César Chávez Academy have classroom assignments within the authorization area(s) listed on each person's California Teaching Credential. For the 1997-98 school year, there were 33 certificated staff members. Also on staff are 5 para-professionals, 10 classified staff members and 2 administrators. These staff members included help in our science and computer labs, a bilingual resource teacher, reading recovery teacher, several aides as well as other support staff.

Class size reduction funds have allowed us to limit our class size for kindergarten -third grade to 20 students. In grades 4-8 the class size limit is 29 students.

Teacher Evaluation & Professional Improvement

Evaluation procedures follow the contract stipulations. The Principal visits each classroom to assess learning and observe teaching techniques. Teachers are then advised as to teaching strategies. Pertinent workshops are suggested to teachers. The Staff Development Steering Committee plans additional staff training.

Membership in the Bay Area School Reform Collaborative and the Family of Schools has provided many opportunities for focused inquiry in shaping school culture and improving instructional strategies. Teachers are interested in teaching Academy teachers are willing to use thematic instruction and cooperative learning to further their instruction. They willingly meet to seek solutions for ongoing problems and arrange for students to receive individual tutoring.

Climate for Learning

We take pride in academic and personal achievements of the students at César E. Chávez Academy and foster that pride among our students. Student achievement is recognized each month in the Student of the Month Assembly and Luncheon. One student from each class is honored for exhibiting the lifeskill of the month. Parents are invited to a luncheon to honor these students and are given a bumper sticker which says, "My Child was Citizen of the Month at César Chávez Academy", and the students are given a certificate and a t-shirt.

In addition, students are honored at the end of the year for exemplary achievements during the school year in the areas of honor roll, homework, and community service.

Discipline and student responsibility are important components of an effective learning environment. The César Chávez Academy has an effective school-wide discipline program. Each classroom displays color-coded cards for each student. Students are encouraged to stay on "green" card. Rule infractions result in students "changing their card". If a student receives an *orange card*, they must leave the room and complete a form explaining their behavior. This form must be signed by a school administrator, the child and the child's parent. The form is counted and kept on file. Once a student earns his fifth orange card, more serious consequences occur.

Training & Curriculum Development

A primary focus of staff development involves improving instructional practices in all subject areas with particular attention to literacy, science, math and technology. Site-based workshops have been offered to teachers in the areas of the Internet, Writer's Workshop, Test Preparation Strategies, Language Arts, Classroom Management and Collaborative Learning Strategies.

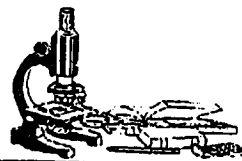
With the adoption of a new math series in 1995 and with the renewed focus on math brought about by Challenge 2000, Chávez teachers have received special training in math through Math Renaissance and through the math textbook publishers. Chávez teachers have also been involved in several science workshops to improve science instruction. Teachers implement thematic instruction with science as the focus.

The César Chávez Academy provides access to the core curriculum for students who do not speak English as their first language. Our model was used as the basis for the District's Title VII Grant. The teaming approach in grades 1-6 allows students whose primary language is Spanish to learn in Spanish while receiving English Language Development. Many Chávez teachers have received special training in English Language Development.

Student/School Needs & Planning

César E. Chávez Academy is planning to restructure itself in line with the state's guidelines set out in SB 1274. Through this restructuring process we will address the following needs. First, students need a strong purpose for learning and a motivation for their education in order to make the connection between success in school and a successful life in the future. Second, students reacting to the stress and crisis in the community need support in the development of self-esteem and self-control. Third, since more than one third of our students enter school speaking a language other than English, we need to provide them with programs which support their growth in content area knowledge and skills as well as acquisition of the English language. Fourth, in order to increase the connection between home and school, we will make efforts to improve parent-school interaction. And fifth, we will develop ways to support and encourage new students.

Our restructuring plan will draw together elements of school, business, and community. Through the Challenge 2000 initiative, we will work collaboratively with two other school districts and with businesses to produce students ready to take on the 21st century. We will align our science and math programs with the state frameworks and ensure that our students have access to the latest technological developments.



**School Facilities
& Safety**

The custodial staff takes pride in keeping our building clean, but maintenance needs exceed the budget allotments and personnel we currently employ. This year there has been virtually no vandalism at the César E. Chávez Academy due to increased student pride.

Student Achievement

Students at César Chávez are tested each spring on the Comprehensive Test of Basic Skills (CTBS) or the Spanish Assessment of Basic Education (SABE) depending on their skill level in English. These are both standardized tests with national norms. Standardized testing is one form of assessment in Ravenswood used as part of a comprehensive assessment program. Other forms of assessment include the writing proficiency exams previously given once per year to 7th and 8th grade students and now given quarterly and the assessment program associated with the new district-wide standards. The results of these and other assessment tools are examined regularly by the staff to determine the need for curriculum and other program changes.

César Chávez Academy

| Barriers | Strategies to Remove Barriers |
|--|---|
| 1. There is a lack of consistency in the implementation of the student behavior management program as evidenced by the number and type of office referrals. | 1. All staff will receive training in Conflict Resolution and assess the effectiveness of the current classroom management program. Self contained sixth grade classes will be implemented in Fall 2000. |
| 2. Some teachers are not adequately trained in strategies to meet the needs of all students due to the large percentage that are non-credentialed and are new to the district and school. The school suffers relatively high staff turnover; consequently the current staff development is inadequate. This problem is evidenced in the lack of consistency in the implementation of academic instruction across classrooms. | 2. <i>Silent Reading and Read-Aloud Programs</i> will continue and be reinforced. <i>Accelerated Reader</i> will be purchased and implemented. Staff will receive training in best practices in Reading/Language Arts and Mathematics to address the needs of all students. Staff will also be trained on the use of data. Test preparation will continue to be incorporated in the curriculum school wide in order to increase test scores. Staff will receive on-going coaching by peers and mentors. Grade level leaders will continue to assist non-credentialed teachers and credentialed teachers upon request. |
| 3. There is a large population of ELL students. Some teachers are unclear on the district English Language Development program. | 3. <i>Into English</i> program will be further implemented and staff will receive training in District ELD curriculum, and ELD standards. |
| 4. The evaluators did not observe evidence of writing occurring in many classrooms. | 4. Staff will receive training in adopted research-based writing program <i>Bay Area Writing Project</i> . Outcomes will be accomplished through on-going professional development and support. Staff will begin student led conferences in writing. |

| | |
|--|---|
| <p>5. Staff stated in interviews that there is not enough parent participation that directly supports academic achievement.</p> | <p>5. Two Parent Liaisons will be hired to communicate effectively with parents. A parent liaison office/parent center will be secured and equipped with a washing machine and dryer and materials for parents to work with their children at home and improve their parenting skills. As a strategy to draw parents to the school, parent workshops will be held to teach strategies that will help students improve in reading and writing. During Back to School Night and Accountability Events, students will showcase their work.</p> |
| <p>6. Approximately twenty percent of the student population exhibits poor attendance during April and December due to travel. There is a concern that students with a poor attendance record exhibit a regression of test scores.</p> | <p>6. The possibility of establishing a single-track year-round school will be explored so that school vacations will coincide with traditional family travel schedules. If the year-round school is not implemented, a second summer session ("intercession") will be implemented. As a solution to the barrier of a regression of student test scores test preparation will continue to be incorporated into the school wide curriculum.</p> |
| <p>7. There is no school library.</p> | <p>7. Additional books for individual classroom libraries will be purchased and take home books will be purchased and distributed.</p> |
| <p>8. The school does not have adequate social service support for at-risk students.</p> | <p>8. A counselor will be hired to work with students in need.</p> |
| <p>9. Release time for professional development activities and peer coaching is often hampered by the lack of substitutes.</p> | <p>9. Two permanent roving teachers will be hired to provide release time to teachers for professional development and peer coaching.</p> |

César Chávez Academy
School Crime Statistics

Suspensions

| | |
|--|---|
| 1998-1999 | 1999-March 2000 |
| Total:70 | Total 40 |
| <ul style="list-style-type: none"> • 10 fighting • 60 disrupting school activities | <ul style="list-style-type: none"> • 5 fighting • 2 weapons • 33 disruptions |

Crime Reports
1998 - 1999

| | Drug/alcohol offenses | Battery | Assault with a deadly weapons | Robbery/ Extortion | Sex Offenses | Possession of a weapon | Property Crime |
|----------|-----------------------|---------|-------------------------------|--------------------|--------------|------------------------|----------------|
| Chávez | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| District | 20 | 20 | 1 | 0 | 0 | 6 | 25 |

Short and Long Term Growth Targets

Professional Support and Development

In order to reach the goal of a twenty percent decrease in student office referrals from the 1999-2000 baseline school year, the school will strengthen the current implementation of classroom management and discipline. Staff will participate in Conflict Resolution professional development to improve the quality and consistency of the discipline program.

Consistency in classroom management and effective instructional strategies in the core curricular areas will achieve a ten percent increase in Academic Learning Time (ALT). Peer coaches will provide feedback on the attainment of consistency and will document improvement in ALT by logs.

Substitute availability for release time for peer coach reviews and other professional development activities will increase by thirty percent as compared with the 1999-2000 school year through the hiring of two permanent substitutes ("roving teachers").

Reading/ Language Arts and English Language Development

In order to reach the goal of a ten percent increase from Fall 2000 to Fall 2001 in Reading Comprehension as measured on the RSAT, staff will receive professional development with on-going follow-up in the district reading curriculum by district personnel and outside consultants. In addition, the number of students demonstrating mastery of standards taught in a given unit or lesson series will increase by ten percent as measured by curriculum-embedded assessments from the reading program.

To improve the academic achievement of ELL students, professional development in the ELD program, *Into English*, assessments and strategies will be used to monitor progress and regrouping.

Accelerated Reader program will be purchased and implemented in Fall 2000 to reach the goal of improved reading comprehension as measured by an increase of students receiving a passing score on the computerized curriculum embedded assessment. Student will show an increase of ten percent by the final quarter of the year 2000-2001.

Silent Reading and *Read Aloud Program* will continue in the 2000-2001 school year. As a result, students will demonstrate a five percent increase in the number of pages read during class time between Fall 2000 and Spring 2001 as measured by reading logs.

Writing Across the Curriculum

In order for ten percent of students to attain an increase by one level on the district writing rubric from Fall 2000 to Spring 2001, all teachers will receive one day of initial professional development and one full and six ½ days of follow-up in the research-based *Bay Area Writing Project*. Students will produce one publishable writing product in each genre as prescribed by the district standards.

Student Achievement- Mathematics

Mathematics scores as measured on the RSAT will increase by ten percent from Fall 2000 to Fall 2001. In order to attain this, staff will receive a one-day staff development in the District Mathematics curriculum including use of manipulative and supplemental materials.

Parent/Community Involvement

One full-time or two part-time Parent Liaisons will be hired. As a result, parent involvement at César Chávez will increase by twenty percent as measured by sign-in logs. As a result of securing a parent liaison office/parent space, fifteen percent of César Chávez parents will utilize the parent center as evidenced by sign-in logs.

A counselor will be hired to provide guidance for students. Volunteer counseling trainees will assist certified counselor in reaching more students. Consequently, unexcused absences and referrals for counseled students will decrease by ten percent.

Governance

Selected staff will be given release-time to research possibilities of establishing a single-track year-round school calendar. If adopted, it is projected that attendance will improve by fifteen percent as compared with the baseline year. In addition, the API will increase by five percent of the gap between the baseline and the state target for all subgroups. This increase will be sustained or exceeded during the second year of implementation.

Action Plan for Year Two

Staff will receive professional development and on-going support in the adopted primary language instruction model. Redesignation rates of ELL student will meet the district target. ELL student achievement will be reflected in a five percent increase on the API in the gap between the baseline year and the state target.

César Chávez will contract with an External Research Organization to conduct an evaluation pursuant to the requirements of PSAA of 1999. The external research organization will conduct an evaluation of César Chávez's II/USP Action Plan Measurable Objectives and Outcomes pursuant to the requirements of PSAA of 1999.

Cesar Chavez Academy
Data Analysis
Based on 1998-1999 Stanford Achievement Test Data By Ethnicity
Number of Students In Each Quartile

Hispanic Students

Reading

The number of students taking the test were as follows:

2nd grade: 60
3rd grade: 52
4th grade: 56
5th grade: 64
6th grade: 50
7th grade: 67
8th grade: 62

The percentage at or above the 50th percentile goes from 17 in 2nd grade (10 out of 60) to 2 in 3rd grade (1 out of 52). It begins to increase slightly from 3rd to 6th grade and then drops from 6th grade (18) to 7th grade (3). In 8th grade it increases to 16.

Language

The number of students taking the test were as follows:

2nd grade: 60
3rd grade: 51
4th grade: 64
5th grade: 68
6th grade: 65
7th grade: 67
8th grade: 64

The percentage at or above the 50th percentile goes from 17 in 2nd grade (10 out of 60) to 16 in 3rd grade (8 out of 51). In 4th grade, 14%, or 9 out of 64 students were above the 50th percentile. In 5th grade it dropped to 3 out of 68, or 4%. In 6th grade, it increases to 28% (18 out of 65). In 7th grade, it drops to 6%, or 4 out of 67. In 8th grade it increases to 16, or 10 out of 64.

Mathematics

The number of students taking the test were as follows:

2nd grade: 60
3rd grade: 53
4th grade: 66
5th grade: 67
6th grade: 66
7th grade: 62
8th grade: 67

The percentage at or above the 50th percentile goes from 27 in 2nd grade (24 out of 60) to 21 in 3rd grade (11 out of 53). It decreases in 4th grade to 6% (4 out of 66) but then goes up to 9 (6 out of 67) in 5th grade. It increases in 6th grade (20% or 13 out of 66) and then drops in 7th grade (5% or 3 out of 62). In 8th grade it increases to 9% or 6 out of 67.

Pacific Islander Students*

Reading

The number of students taking the test were as follows:

2nd grade: 13

3rd grade: 7

4th grade: 15

5th grade: 11

6th grade: 4

7th grade: 9

8th grade: 11

The percentage at or above the 50th percentile goes from 54 in 2nd grade (7 out of 13) to 0 in 3rd grade. In 3rd through 7th grade, no students scored above the 50th percentile, and in 6th and 7th grade, no students scored above the 25 percentile. In 8th grade 2 out of 11, or 18% scored above the 50th percentile.

Language

The number of students taking the test were as follows:

2nd grade: 10

3rd grade: 6

4th grade: 13

5th grade: 11

6th grade: 6

7th grade: 10

8th grade: 8

The percentage at or above the 50th percentile goes from 40 in 2nd grade (4 out of 10) to 0 in 3rd grade. In 4th grade, 31%, or 4 out of 13, scored above the 50th percentile. In 5th and 6th grades, no students scored above the 50th percentile, and in 7th grade, 1 student scored above the 50 percentile. In 8th grade 2 out of 8, or 25% scored above the 50th percentile.

Mathematics

The number of students taking the test were as follows:

2nd grade: 13

3rd grade: 6

4th grade: 11

5th grade: 10

6th grade: 6

7th grade: 10

8th grade: 8

The percentage above the 50th percentile goes from 23 in 2nd grade (3 out of 13) to 0 in 3rd grade. At 4th grade, 18% (2 out of 11) of the students are above the 50th percentile. There are no students above the 50th percentile in grades 5 through 7. At 8th grade, 13%, or 1 out of 8 students is above the 50th percentile.

*It should be noted that any numerical sample of less than 10 students is considered statistically insignificant.

African American Students*

Reading

The number of students taking the test were as follows:

2nd grade: 3
3rd grade: 8
4th grade: 7
5th grade: 5
6th grade: 4
7th grade: 4
8th grade: 1

The percent above the 50th percentile goes from 33 (1 out of 3 students) in 2nd grade to 14 (1 out of 8) in 3rd grade. It continues as 14% for 4th grade and then rises in 5th grade to 60% (3 out of 5). At grades 6-8, no student was above the 50th percentile.

Language

The number of students taking the test were as follows:

2nd grade: 3
3rd grade: 10
4th grade: 7
5th grade: 5
6th grade: 5
7th grade: 4
8th grade: 2

The percent above the 50th percentile goes from 33 (1 out of 3 students) in 2nd grade to 10 (1 out of 10) in 3rd grade. It increases to 57% for 4th grade. In 5th and 6th grades 20% (1 out of 5) were above the 50th percentile. At grades 7-8, no student was above the 50th percentile.

Mathematics

The number of students taking the test were as follows:

2nd grade: 3
3rd grade: 12
4th grade: 7
5th grade: 6
6th grade: 3
7th grade: 4

8th grade: 1

The percent above the 50th percentile goes from 33 in 2nd grade (1 out of 3 students) to 14 (1 out of 8) in 3rd grade. At 4th grade, the 43 percent were above the 50th percentile. at 5th grade 17 were. At grades 6-8, no student was above the 50th percentile.

*It should be noted that any numerical sample of less than 10 students is considered statistically insignificant.

César Chávez Academy
1998-1999 Stanford Achievement Test Data By Ethnicity
Number of Students In Each Quartile

Hispanics

| Grade | Reading | | | | Language | | | | Mathematics | | | |
|---------|---------|-------|-------|-------|----------|-------|-------|-------|-------------|-------|-------|-------|
| | 1-25 | 26-50 | 51-75 | 76-99 | 1-25 | 26-50 | 51-75 | 76-99 | 1-25 | 26-50 | 51-75 | 76-99 |
| Grade 2 | 41 | 9 | 9 | 1 | 38 | 12 | 6 | 4 | 22 | 14 | 16 | 8 |
| Grade 3 | 43 | 8 | 1 | 0 | 29 | 14 | 7 | 1 | 27 | 15 | 9 | 2 |
| Grade 4 | 45 | 9 | 2 | 0 | 37 | 18 | 7 | 2 | 53 | 9 | 4 | 0 |
| Grade 5 | 45 | 13 | 4 | 2 | 38 | 27 | 3 | 0 | 51 | 10 | 5 | 1 |
| Grade 6 | 40 | 11 | 9 | 0 | 27 | 20 | 15 | 3 | 30 | 23 | 12 | 1 |
| Grade 7 | 57 | 8 | 2 | 0 | 50 | 13 | 4 | 0 | 45 | 14 | 3 | 0 |
| Grade 8 | 31 | 21 | 8 | 2 | 30 | 24 | 8 | 2 | 36 | 25 | 4 | 2 |

Pacific Islanders

| Grade | Reading | | | | Language | | | | Mathematics | | | |
|---------|---------|-------|-------|-------|----------|-------|-------|-------|-------------|-------|-------|-------|
| | 1-25 | 26-50 | 51-75 | 76-99 | 1-25 | 26-50 | 51-75 | 76-99 | 1-25 | 26-50 | 51-75 | 76-99 |
| Grade 2 | 5 | 1 | 6 | 1 | 5 | 1 | 2 | 2 | 9 | 1 | 2 | 1 |
| Grade 3 | 6 | 1 | 0 | 0 | 2 | 4 | 0 | 0 | 5 | 1 | 0 | 0 |
| Grade 4 | 10 | 5 | 0 | 0 | 4 | 5 | 3 | 1 | 6 | 3 | 1 | 1 |
| Grade 5 | 8 | 3 | 0 | 0 | 7 | 4 | 0 | 0 | 6 | 4 | 0 | 0 |
| Grade 6 | 4 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 3 | 3 | 0 | 0 |
| Grade 7 | 9 | 0 | 0 | 0 | 6 | 3 | 1 | 0 | 7 | 3 | 0 | 0 |
| Grade 8 | 3 | 6 | 2 | 0 | 3 | 3 | 2 | 0 | 5 | 2 | 0 | 1 |

African Americans

| Grade | Reading | | | | Language | | | | Mathematics | | | |
|---------|---------|-------|-------|-------|----------|-------|-------|-------|-------------|-------|-------|-------|
| | 1-25 | 26-50 | 51-75 | 76-99 | 1-25 | 26-50 | 51-75 | 76-99 | 1-25 | 26-50 | 51-75 | 76-99 |
| Grade 2 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 2 | 1 | 0 | 0 |
| Grade 3 | 7 | 0 | 1 | 0 | 6 | 3 | 1 | 0 | 9 | 1 | 0 | 2 |
| Grade 4 | 2 | 4 | 1 | 0 | 1 | 2 | 4 | 0 | 2 | 2 | 2 | 1 |
| Grade 5 | 1 | 1 | 3 | 0 | 0 | 4 | 1 | 0 | 2 | 3 | 1 | 0 |
| Grade 6 | 4 | 0 | 0 | 0 | 3 | 1 | 1 | 0 | 2 | 1 | 0 | 0 |
| Grade 7 | 3 | 1 | 0 | 0 | 2 | 2 | 0 | 0 | 4 | 0 | 0 | 0 |
| Grade 8 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |

César Chávez Academy

Analysis of Data

1999 Average Percentile Scores and Grade Level Equivalents

Spanish Speaking Students (English Language Learners to be referred to as ELL)

1. Reading

- At second grade, ELL students are performing .5 below grade level
- By fourth grade, ELL students are performing 1.3 below grade level
- By eighth grade, ELL students are performing 2.3 below grade level

2. Mathematics

- At second grade, ELL students are performing .15 above grade level
- By fourth grade, ELL students are performing 1.4 below grade level
- By eighth grade, ELL students are performing 1.1 below grade level

3. Language

- At second grade, ELL students are performing .4 below grade level
- By fourth grade, ELL students are performing 1.4 below grade level
- By eighth grade, ELL students are performing 3.0 below grade level

4. Spelling

- At second grade, ELL students are performing .1 below grade level
- By fourth grade, ELL students are performing 1.3 below grade level
- By eighth grade, ELL students are performing 2.3 below grade level

English Speaking Students

1. Reading

- At second grade, English students are performing .5 above grade level
- By fourth grade, English students are performing .1 above grade level
- By eighth grade, English students are performing .6 below grade level

2. Mathematics

- At second grade, English students are performing .2 above grade level
- By fourth grade, English students are performing on grade level
- By eighth grade, English students are performing 1.3 below grade level

3. Language

- At second grade, English students are performing .2 above grade level
- By fourth grade, English students are performing .6 above grade level
- By eighth grade, English students are performing .7 below grade level

4. Spelling

- At second grade, English students are performing 1.1 above grade level
- By fourth grade, English students are performing on grade level
- By eighth grade, English students are performing .7 below grade level

Structured Immersion Students

1. Reading

- At second grade, immersion students are performing .9 above grade level
- By fourth grade, immersion students are performing .7 above grade level
- By eighth grade, immersion students are performing .6 below grade level

2. Mathematics

- At second grade, immersion students are performing 1.2 above grade level
- By fourth grade, immersion students are performing .4 below grade level
- By eighth grade, immersion students are performing 1.6 below grade level

3. Language

- At second grade, immersion students are performing .5 above grade level
- By fourth grade, immersion students are performing .3 below grade level
- By eighth grade, immersion students are performing .8 below grade level

4. Spelling

- At second grade, immersion students are performing .8 above grade level
- By fourth grade, immersion students are performing 1.0 below grade level
- By eighth grade, immersion students are performing .9 below grade level

Patterns

- English speaking and structured immersion students significantly outperform ELL students in all areas
- ELL students perform better in math than in language related subjects
- The gap in student performance accelerates significantly for ELL students beyond fourth grade
- There is no data for ELL students at grades five, six and seven
- Reading, language and spelling scores tend to be closely aligned

| Sat 9 Percentile Scores by Class Designation | | | Median Grade Level Equivalent included in 1999 scores | | | | | |
|--|---------------|------------|---|----------|--------------|------------|----------|----------|
| 1998 | | | 1999 | | | | | |
| | Total Reading | Total Math | Language | Spelling | Total Readij | Total Math | Language | Spelling |
| Grade 2 | | | | | | | | |
| Spanish | 14% | 20% | 15% | | 7% | 28% | 2.15 | 11% |
| English | 34% | 25% | 34% | | 36% | 22% | 2.2 | 23% |
| Struct. Imm. | 24% | 24% | 19% | | 40% | 57% | 3.2 | 38% |
| Grade 3 | | | | | | | | |
| Spanish | 10% | 21% | 12% | | Total Readij | Total Math | Language | Spelling |
| English | 44% | 49% | 50% | | 4% | 21% | 2.7 | 12% |
| Struct. Imm. | 14% | 17% | 12% | | 16% | 17% | 2.5 | 19% |
| Grade 4 | | | | | | | | |
| Spanish | 19% | 6% | 13% | | Total Readij | Total Math | Language | Spelling |
| English | 39% | 35% | no data | | 5% | 5% | 2.6 | 11% |
| Struct. Imm. | 16% | 14% | 28% | | 30% | 30% | 4.0 | 42% |
| Grade 5 | | | | | | | | |
| Spanish | | | | | Total Readij | Total Math | Language | Spelling |
| English | 41% | 53% | 54% | | 23% | 26% | 4.6 | 35% |
| Struct. Imm. | 10% | 15% | 15% | | 6% | 6% | 3.4 | 8% |
| Grade 6 | | | | | | | | |
| Spanish | | | | | Total Readij | Total Math | Language | Spelling |
| English | 21% | 22% | 24% | | 23% | 26% | 4.6 | 35% |
| Struct. Imm. | 17% | 23% | 15% | | 10% | 18% | 4.7 | 16% |
| Grade 7 | | | | | | | | |
| Spanish | | | | | Total Readij | Total Math | Language | Spelling |
| English | 25% | 27% | 39% | | 13% | 19% | 5.7 | 19% |
| Struct. Imm. | | | | | 6% | 15% | 5.3 | 12% |
| Grade 8 | | | | | | | | |
| Spanish | | | | | Total Readij | Total Math | Language | Spelling |
| English | 39% | 42% | 39% | | 19% | 24% | 6.9 | 17% |
| Struct. Imm. | 13% | 28% | 30% | | 34% | 24% | 6.7 | 39% |
| | | | | | 29% | 28% | 6.4 | 39% |
| | | | | | 7.4 | 7.2 | 7.1 | 29% |

Sat 9 National Percentile Ranks

| Grade | 1998 read | 1999 read | 99 SABE read | 1998 lang | 1999 lang | 99 SABE lang | 1998 math | 1999 math | 99 SABE math |
|-------|-----------|-----------|--------------|-----------|-----------|--------------|-----------|-----------|--------------|
| 2 | 18% | 20% | 48% | 16% | 19% | 34% | 17% | 31% | 63% |
| 3 | 13% | 12% | 68% | 17% | 20% | 64% | 21% | 22% | 51% |
| 4 | 13% | 14% | 62% | 18% | 26% | 54% | 14% | 15% | 40% |
| 5 | 26% | 16% | 26% | 37% | 23% | 34% | 36% | 17% | 38% |
| 6 | 16% | 20% | 36% | 18% | 30% | 35% | 19% | 29% | 36% |
| 7 | 17% | 10% | 49% | 31% | 16% | 60% | 23% | 18% | 45% |
| 8 | 24% | 27% | 40% | 34% | 30% | 66% | 35% | 25% | 39% |

**II/USP Action Plan
César Chávez Academy
Year One – 2000-2001**

Topic: Professional Support and Development

Measurable Objective(s):

- All staff will participate in a five day retreat in Summer 2000, and teachers will receive on-going peer coaching, support and professional development to strengthen school-wide consistency in student behavior management and academic instruction.
- More consistent implementation of the school's core academic program and student behavior management program will be demonstrated by classroom observations, lesson plans and peer coaching logs.
 - Academic learning time will increase as indicated by time management logs developed, recorded and reviewed by each of three Academics (grades K-2, 3-5 and 6-8).
 - Student office referrals will decrease by twenty percent from the 1999-2000 baseline year.
 - Student achievement will increase as measured by a five percent increase in the gap between the baseline and the state target on the API. This increase will be sustained or exceeded in the second year of implementation.

| Supporting Action Steps | Person(s) Responsible | Professional Development | Evaluation Plan | Timeline | Budget (Amount & Resource) |
|--|-----------------------|--------------------------|--|-------------|---|
| <p>a. César Chávez's leadership and committee structure will be reorganized in Spring 2000 and implemented during the 2000-2001 school year to provide greater consistency, improved staff communication and increased peer support.</p> <p>b. 3 Peer coaches, including those with bilingual skills, (one representative from each Academy) will be selected to</p> | Principal, Staff | | <p>1a. The effectiveness of the organizational structure will be evaluated at staff meetings.</p> <p>b. Peer coaches will log time spent in coaching activities. They will provide feedback on the attainment of a ten</p> | August 2000 | <p>b. 3 peer coaches x \$27 per hour x 185 hours = \$14,985</p> |

| | | | | | |
|--|-----------------------------|---|--|---|---|
| <p>coach teachers in classroom management, time management, effective instructional techniques, adherence to state/district standards and assessment. Responsibilities will include classroom visits and before and after school consultations.</p> | | | <p>percent increase in Academic Learning Time as measured by logs.</p> | | <p>Conference time with peer coaches 35 teachers x 2 hours x \$27 per hour = \$1890 Total: \$16,875</p> |
| <p>2a. Staff will receive professional development in Conflict Resolution. b. The staff will use best practices to strengthen the current classroom management process. The effectiveness of its implementation will be assessed in order to achieve greater consistency. c. 6th grade staff will implement a self-contained classroom model beginning Fall 2000.</p> | <p>Principal, Staff</p> | <p>Classroom management and conflict resolution as part of the five day retreat</p> | <p>2. Student office referrals will decrease by twenty percent from the 1999-2000 baseline school year</p> | <p>a-b. August 2000 c. 2000-2001 school year</p> | <p>**Stipends for 5-day retreat: 38 teachers x \$100/day x 5 days = \$19,000 5 classified staff x \$75 (average rate) x 1 day=\$375 10 classified staff x \$75 (average rate) x 5 days=\$3750 Conflict Management Consultant: \$1000 Total: \$24,125</p> |

| | | | | | |
|---|-----------------------------|--|---|------------------------------|--|
| <p>3a. Staff will receive professional development in using assessment data to plan instruction.</p> <p>b. Staff will review SAT/9 data in grade level teams and develop a plan for addressing deficiencies in student skill areas.</p> | <p>Principal, Staff</p> | <p>Professional development during contracted minimum days</p> | <p>3. Student achievement will increase as measured by a five percent increase in the gap between the baseline and the state target on the API. This increase will be sustained or exceeded in the second year of implementation.</p> | <p>2000-2001 school year</p> | |
| <p>4. Two roving teachers will be hired to provide release time for staff professional development activities.</p> | <p>Principal</p> | | <p>4. Substitute availability will increase by thirty percent as compared with the 1999-2000 school year.</p> | <p>2000-2001 school year</p> | <p>2 substitutes x \$120 per day x 180 days = \$43,200</p> |
| <p>5. Staff will revisit the Action Plan quarterly to ensure its continued implementation.</p> | <p>Principal, Staff</p> | | <p>5. Action Plan objectives will be met or exceeded due to continued implementation.</p> | <p>2000-2001 school year</p> | |

| Supporting Action Steps | Person(s) Responsible | Professional Development | Evaluation Plan | Timeline | Budget (Amount & Resource) |
|--|-----------------------|--|---|-------------|----------------------------|
| <p>Topic: Reading/ Language Arts and English Language Development</p> <p>Measurable Objective(s):</p> <p>Professional development in the District Reading/Language Arts Curriculum will provide teachers with training in teaching to the state and district standards and best practices to address the needs of the following students; English Language Learners (primary language and Specially Designed Academic Instruction in English [SDAIE]), English Only, Special Education, GATE, Migrant and Disadvantaged. Materials to support the Reading/Language Arts program will be provided.</p> <ul style="list-style-type: none"> The number of students at or above proficiency will increase by ten percent from Fall 2000 to Fall 2001 on the District reading assessment (<i>Ravenswood Standards Accountability Task Test [RSAT]</i>) for 'Stayers,' students who are enrolled in the school long enough to have taken both the first and the final benchmark. The SAT/9 in reading across all quintile groups will increase by at least five percent of the gap between the baseline year and the state target. These increases will be sustained or exceeded during the second year of implementation. Scores of English Language Learners (ELL's) will increase by five percent on the SAT/9 of the gap between the baseline and state target. This increase will be sustained or exceeded in the second year of implementation. <i>Into English</i> assessments will be used quarterly to monitor ELD progress and re-grouping. | Principal, Staff | Part of the five day retreat will be devoted to Reading/Language Arts professional development | 1a. Reading Comprehension as measured by the RSAT will increase ten percent from Fall 2000 to Fall 2001. b. The number of students demonstrating mastery of standards taught in a given unit or lesson series will increase ten percent as measured by curriculum-embedded assessments from the reading program. | August 2000 | see pg. 2, **stipends |

| | | | | | |
|--|---|--|---|--|--|
| <p>2a. Staff will receive professional development in the District ELD curriculum, <i>Into English</i>, and ELD standards.</p> <p>b. Each classroom will be provided with additional materials necessary to implement fully the District's ELD program.</p> <p>c. The staff will consult ELL experts concerning best practices for transitioning into the English program.</p> | <p>Principal, Staff</p> | <p>a. Professional development in <i>Into English</i> as part of 5 day retreat</p> <p>b. On-going professional development in ELD strategies with quarterly assessments by the grade level leaders</p> | <p>2a. Lesson plans and lessons will exhibit a variety of strategies and activities aimed at the needs of ELL's.</p> <p>b. <i>Into English</i> assessments will be used to monitor ELD for progress and regrouping.</p> <p>c. Scores of ELL's will increase by five percent on the SAT/9 of the gap between the baseline year and the state target. This increase will be sustained or exceeded in the second year of implementation.</p> | <p>a. August 2000</p> <p>b. 2000-2001 school year</p> | <p>see pg. 2, **stipends <i>Funding for materials will be provided from other sources.</i></p> |
| <p>3. Staff will reorganize instructional themes around the reading curriculum school-wide.</p> | <p>Principal, Peer coaches, Staff</p> | | <p>3. Themes will be reflected in lesson plans.</p> | <p>Beginning at the August 2000 retreat, continuing throughout the 2000-2001 school year</p> | |

| | | | | | |
|---|---|--|--|------------------------------|--|
| <p>4. The <i>Accelerated Reader</i> Program will be purchased and implemented by September 2000 school-wide.</p> | <p>Principal, Staff</p> | <p><i>Accelerated Reader</i> Professional development in Spring 2000 during contracted minimum day</p> | <p>4. With the first quarter as a baseline, the percent of students receiving a passing score on the computerized curriculum embedded assessment for the stories read will increase by 10% by the final quarter of the year 2000-2001.</p> | <p>2000-2001 school year</p> | |
| <p>5a. To improve Reading Comprehension, the <i>Silent Reading</i> and <i>Read Aloud</i> Programs will continue into the 2000-2001 school year.</p> <p>b. Each classroom will purchase materials to create a classroom library. These materials will be inventoried and entered into a computerized database in order to track materials and to facilitate sharing resources.</p> <p>c. Take-Home Books in English and Spanish will be distributed.</p> | <p>a. Principal, Staff</p> <p>b. Principal, Grade level leaders, Selected teachers</p> <p>c. Principal, Teachers, Parent liaisons</p> | <p><i>Read Aloud</i> professional development in Spring 2000 during contracted minimum day</p> | <p>5a-b. Students will demonstrate a five percent increase in the pages read during class time between Fall 2000 and Spring 2001 as measured by reading logs.</p> <p>c. The number of available books at home will increase by five percent as evidenced by a parent survey.</p> | <p>2000-2001 school year</p> | <p>b. \$5435</p> <p><i>Funding for additional materials and staff time will be provided by Bay Area School Reform Collaborative (BASRC).</i></p> |

| | | | | | |
|---|-----------------------------|--|--|------------------------------|---|
| <p>6. School will implement the <i>Scholastic</i> spelling program beginning Fall 2000 and will explore a Spanish language-spelling program for Fall 2000 implementation.</p> | <p>Principal, Staff</p> | <p>On-going professional development as needed</p> | <p>6. The SAT/9 in Spelling across all quintile groups will increase by at least five percent of the gap between the baseline year and the state target. These increases will be sustained or exceeded during the second year of implementation.</p> | <p>2000-2001 school year</p> | <p>Funding for materials will be provided by BASRC.</p> |
|---|-----------------------------|--|--|------------------------------|---|

Topic: Writing Across the Curriculum

Measurable Objective(s):

Staff will receive one day of initial professional development in adopted research-based writing program, *Bay Area Writing Project*, by the program developers. The program will be implemented school-wide beginning Fall 2000. One full day and six one-half days of follow-up staff development will take place during the 2000-2001 school year.

- Students' writing performance on the Fall 2000 benchmark will be compared with their performance on the Spring 2001 benchmark to measure growth. A ten percent increase of 'Stayers' (students who are enrolled in the school long enough to have taken both the first and the final benchmark) scoring at or above proficiency will be used for measuring the effectiveness of the writing program.

| Supporting Action Steps | Person(s) Responsible | Professional Development | Evaluation Plan | Timeline | Budget (Amount & Resource) |
|---|-------------------------------|--|---|---------------------------------|--|
| 1 a. All teachers will receive one day of initial professional development in the <i>Bay Area Writing Project</i> . | a. Principal, All staff | a. One day of professional development as part of the five day retreat | 1 a. Ten percent of the students will increase by one level on the District writing rubric from Fall 2000 to Spring 2001. | a. August 2000 | a. \$6665 for writing consultants see pg. 2, **stipends |
| b. All teachers will receive one full day and six ½ days of follow-up professional development. | b. Principal, All teachers | b. One day paid follow-up staff development during school year. Six half-day trainings will be held during contracted minimum days | b. Students will produce one publishable writing product in each genre as prescribed by the District. | b. During 2000-2001 school year | b. 38 teachers x \$100 = \$3800 for full-day follow-up |

| | | | | | |
|--|-------------------------|---|--|------------------------------|---|
| <p>c. Staff will evaluate the 2000-2001 school year implementation of the <i>Bay Area Writing Project</i> in grade level teams. A plan for staff development needs (including new hires) will be addressed and scheduled for year two of II/USP.</p> | | | <p>c. Staff will assess program implementation by using a checklist of program components and strategies standard for each grade level.</p> | <p>c. Spring 2001</p> | <p>Total: \$10,465 <i>Funding for materials provided by BASRC.</i></p> |
| <p>2. Materials and software, including <i>Perfect Copy</i>, will be utilized for instruction in the conventions of language.</p> | <p>Principal, Staff</p> | <p>On-going peer training and implementation coaching</p> | <p>2. The SAT/9 in Language Mechanics across all quintile groups will increase by at least five percent of the gap between the baseline year and the state target. These increases will be sustained or exceeded during the second year of implementation.</p> | <p>2000-2001 school year</p> | |

Topic: Student Achievement- Mathematics

Measurable Objective(s):

Staff development in the District Mathematics curriculum will provide teachers with training in teaching to the state and district standards and best practices to address the needs of the following students; ELL (primary language and SDAIE) English Only, Special Education, GATE, Migrant and Disadvantaged.

- The number of students at or above proficiency will increase by ten percent from Fall 2000 to Fall 2001 on the RSAT for 'Stayers.'
- The SAT/9 in Mathematics for all quintiles will increase by at least five percent of the gap between the baseline and the state target. These increases will be sustained or exceeded during the second year of implementation.

| Supporting Action Steps | Person(s) Responsible | Professional Development | Evaluation Plan | Timeline | Budget (Amount & Resource) |
|---|-----------------------|---|---|-------------|----------------------------|
| 1. Staff will receive a one day staff development in the District Mathematics curriculum, including use of manipulative and supplemental materials during the five day retreat. | Principal, Staff | One day of Mathematics professional development during five day retreat | 1. Mathematics scores as measured by the RSAT will increase ten percent from Fall 2000 to Fall 2001 | August 2000 | see pg. 2, **stipends |

Topic: Parent/Community Involvement

Measurable Objective(s):

- A Parent Liaison who can communicate effectively in the language of the parents will be hired to increase parent involvement and interest in their children's education.
- A certified counselor and counseling interns will provide services to a minimum of twenty-five identified students.
- There will be six parent education workshops held in the language of the parents during the 2000-2001 school year to teach parents how to help their children improve literacy skills and to address other needs expressed by the parents in a needs assessment. At least 100 parents will attend the workshops.

| Supporting Action Steps | Person(s) Responsible | Professional Development | Evaluation Plan | Timeline | Budget (Amount & Resource) |
|--|---|--|---|---|--|
| <p>1a. One full time or two part-time Parent Liaisons (one who is Spanish proficient) will be hired. Duties will include helping to organize parent events, training/recruiting parent volunteers, working with parents to improve students' academic skills, making contact with parents of at-risk students and maintaining the parent center.</p> <p>b. The Parent Liaisons and counselor will conduct the parent needs assessment and the survey of available books at home.</p> | Principal, Selected staff, SSC and ELAC | Training for parent liaisons as needed | <p>1a. Parent involvement at César Chávez will increase by twenty percent as measured by sign-in logs.</p> <p>b. Data will be analyzed and used for planning decisions.</p> | <p>a. 2000-2001 School year</p> <p>b. Fall 2000</p> | <p>1 Full-time equivalent Parent Liaison @ \$15 per hour x 40 hours per week x 36 weeks = \$21,600</p> |

| | | | | | |
|---|---|--|--|------------------------------|---|
| <p>2a. A space will be secured to serve as a parent liaison office/parent center.</p> <p>b. Materials for parents to help students at home with academic skills will be provided and maintained. A check-in/out system will be developed.</p> <p>c. A washer and dryer will be purchased for parent use to wash school uniforms. Parents will earn credit towards using the washer/dryer through attendance at parent events and through school volunteer work.</p> | <p>Principal, Parent Liaisons</p> | | <p>2. Fifteen percent of César Chávez parents will utilize the parent center as evidenced by sign-in logs.</p> | | <p>Funding for furniture, computer, office supplies, materials, washer/dryer and laundry detergent will be provided from other sources.</p> |
| <p>3. A counselor will be hired on a contract basis to provide guidance for at-risk students. Volunteer counseling trainees from local universities will assist certified counselor in reaching more students.</p> | <p>Principal</p> | | <p>3. Unexcused absences & referrals for counseled students will decrease by ten percent.</p> | <p>2000-2001 school year</p> | <p>Funding for the counselor will be provided from other sources.</p> |
| <p>4a. Staff will present six workshops to share grade level writing samples with parents. Parents will learn strategies that will help their children improve in reading and writing.</p> | <p>Principal, Parent Liaisons, Selected staff</p> | | <p>4. At least 100 parents will attend the workshops.</p> | <p>2000-2001 school year</p> | <p>6 teacher presenters x \$27 per hour for 3 hours (2 hours preparation plus 1 hour presenting)</p> |

| | | | | | |
|---|--|--|--|--|--|
| <ul style="list-style-type: none"> - Two K-2: one in English and one in Spanish. - Two 3-5: one in English and one in Spanish. - Two 6-8: one in English and one in Spanish. | | | | | <p>= \$486</p> <p>Books for attending families: \$500</p> <p><i>Funding for food, transportation and childcare will be provided by BASRC.</i></p> <p>Total: \$986</p> |
| <p>b. Other workshops responsive to the parent needs assessment will be offered.</p> | | | | | |

| <p>Topic: Governance Measurable Objective(s):</p> <ul style="list-style-type: none"> To reduce the number of absences caused by the annual winter and spring travel of approximately twenty percent of the student population, selected staff will research the possibility of establishing a single-track year-round school calendar to be implemented in the 2001-2002 school year. As an alternative, a second summer school/inter-session for students experiencing academic difficulties will be explored by selected staff and District administration for implementation in Summer 2001. | Supporting Action Steps | Person(s) Responsible | Professional Development | Evaluation Plan | Timeline | Budget (Amount & Resource) |
|--|---------------------------|---|--|-----------------------|--|----------------------------|
| <p>1a. Selected staff will be given release-time to research possibilities of establishing a single-track year-round school calendar.</p> <p>b. Selected staff will present information regarding implementation of a single-track year-round calendar to parents and staff.</p> <p>c. In collaboration with District administration, staff and community will decide whether to implement the single-track year-round school calendar beginning in the 2001-2002 school year.</p> <p>d. If the year round schedule is not agreed upon, school site personnel will consider establishing a second summer school/inter-session as an alternative.</p> | Principal, Selected staff | Staff will research effects of a single-track year-round school | <p>1a-c. Attendance will improve by fifteen percent as compared with the baseline year.</p> <p>The API will increase by five percent of the gap between the baseline and the state target for all subgroups. This increase will be sustained or exceeded during the second year of implementation.</p> | 2000-2001 school year | <p>Release time for school visitations/ meetings: 4 teachers x 2 days x \$100 per substitute = \$800</p> <p>6 teacher hours presenting time x \$27 per hour = \$162</p> <p>Total: \$962</p> | |

Total Amount Requested: \$123, 648

**II/USP Action Plan
César Chávez Academy
Year Two - 2001-2002**

| <p>Topic: Action Plan for Year Two Measurable Objective(s):</p> <ul style="list-style-type: none"> The Action Plan Team will be reconvened in May 2001 to review the status of accomplishment of the 2000-2001 Action Plan Measurable Objectives. César Chávez will sustain the programs implemented in the 2000-2001 school year, considering the status of accomplishment of the Measurable Objectives. The school will add programs to remove or overcome additional barriers that were identified by the External Evaluator based on the priorities that were agreed upon by the Action Plan Committee and the staff. César Chávez will contract with an External Research Organization to conduct an evaluation pursuant to the requirements of PSAA of 1999. | | | | | |
|--|---------------------------|----------------------------------|--|------------------------------|------------------------------|
| Supporting Action Steps | Person(s) Responsible | Professional Development | Evaluation Plan | Timeline | Budget (Amount and Resource) |
| 1. Professional development, student achievement activities, and parent/community involvement/education will be maintained, with adjustments, if the status of achievement measures require revisions. | Principal, Staff | During the 2001-2002 school year | 1. All 2000-2001 Expected Outcomes will be sustained or exceeded in the second year of implementation. | 2001-2002 school year | \$89,993 |
| 2. Staff will receive professional development and on-going support in the adopted primary language instruction model. | Principal, Selected Staff | During the 2001-2002 school year | 2. Redesignation rates of ELL's will meet the District target. ELL's achievement will be reflected in a five percent increase on the API in the gap between the baseline and the state target. | August 2001 through May 2002 | \$21,155 |

| | | | | | |
|--|-----------------------------------|--|---|--------------------|-----------------|
| <p>3. César Chávez will contract with an External Research Organization to conduct an evaluation pursuant to the requirements of PSAA of 1999.</p> | <p>Principal, Leadership Team</p> | | <p>3. The external research organization will conduct an evaluation of César Chávez's II/USP Action Plan Measurable Objectives and Outcomes pursuant to the requirements of PSAA of 1999.</p> | <p>Spring 2002</p> | <p>\$12,500</p> |
|--|-----------------------------------|--|---|--------------------|-----------------|

Total Amount Requested: \$123, 648

**Implementation Grant Budget
 Immediate Intervention/Underperforming Schools Program-State Funds
 Fiscal Year 2000-2001**

| Name of District: Ravenswood City Elementary CDS Code: 68999 | | | | |
|---|-------------|--|--|--------------------------|
| Name of School: Cesar Chavez Academy CDS Code: 6044366 | | | | |
| Contact Person: Ruth Brooks-Woods | | Phone: 650-329-6700 | E-mail: principalwoods@yahoo.com | |
| SACS Resource Code: 7255 | | | | |
| SACS Revenue Code: 8590 | | | | |
| Non-SACS Income Account Code: 8590 | | | | |
| SACS Function Code | Object Code | Description of Line Item | Amount of II/USP Funds | Amount of Matching Funds |
| | 1000 | Certificated Personnel Salaries | | |
| | | Professional Development, Peer Coaching 3 peer coaches @ \$27 per hour x 185 hours = | \$14,985 | |
| | | Professional Development, Peer Coaching Conference time with peer coaches: 35 teachers @ \$27 per hour x 2 hours = | \$1890 | |
| | | Professional Development, Five day Retreat 38 teachers @ \$100 per day x 5 days = | \$19,000 | |
| | | Professional Development, Roving Teachers 2 building substitutes @ \$120 per day x 180 days = | \$43,200 | |
| | | Professional Development, Bay Area Writing Project Follow-up 38 teachers @ \$100 x 1 day = | \$3800 | |
| | | Parent and Community Involvement, Parent Education Workshops 6 teacher presenters @ \$27 per hour x 3 hours = | \$486 | |
| | | Governance, Research on Year-round Calendar 4 substitutes for 2 days @ \$100 per substitute = | \$800 | |
| | | Governance, Research on Year-round Calendar 6 teacher hours for presenting @ \$27 per hour = | \$162 | |
| | | Total | \$84323 | (1) \$5000 (9) \$1242 |

| | | | | |
|--|------|--|-----------|---|
| | 2000 | Classified Personnel Salaries | | |
| | | Professional Development, Five day Retreat 5 classified staff @ \$75 per day (average rate) x 1 day = | \$375 | |
| | | Professional Development, Five day Retreat 10 classified staff @ \$75 per day (average rate) x 5 days = | \$3750 | |
| | | Parent and Community Involvement, 2 part-time Parent Liaisons = | \$21,600 | |
| | | | | (9) \$25,000 (26) \$25,000 (1) \$35,000 |
| | | Total | \$25725 | |
| | 3000 | Employee Benefits | | |
| | | Total | No Cost | |
| | 4000 | Books, Materials, Supplies | | |
| | | Teaching and Learning, Materials for classroom libraries, Take-home Books in English and Spanish | \$5435 | |
| | | Teaching and Learning, Books for families attending the six workshops = | \$500 | |
| | | Total | \$5935 | |
| | 5000 | Services and Other Operating Expenses (Including Travel) | | |
| | | Professional Development, Conflict Management Consultant = | \$1000 | |
| | | Professional Development, Bay Area Writing Project consultants = | \$6665 | |
| | | Total | \$7665 | (1) \$10,000 |
| | 6400 | Capital Outlay (Equipment) | | |
| | | Total | No Cost | (1) \$22,406 |
| | | Total Matching Funds | | \$123,648 |
| | | Total Amount Requested | \$123,648 | |

Immediate Intervention/Underperforming Schools Program-State Funds
 Fiscal Year 2001-2002

| Name of District: Ravenswood City Elementary CDS Code: 68999 | | | | |
|---|-------------|---|--|---|
| Name of School: Cesar Chavez Academy CDS Code: 6044366 | | | | |
| Contact Person: Ruth Brooks-Woods | | Phone: 650-329-6700 | E-mail: principalwoods@yahoo.com | |
| SACS Resource Code: 7255 | | | | |
| SACS Revenue Code: 8590 | | | | |
| Non-SACS Income Account Code: 8590 | | | | |
| SACS Function Code | Object Code | Description of Line Item | Amount of II/USP Funds | Amount of Matching Funds |
| | 1000 | Certificated Personnel Salaries | | |
| | | Total | \$81,148 | (1) \$5000 (9) \$1242 |
| | 2000 | Classified Personnel Salaries | | |
| | | Total | \$25,000 | (9) \$25,000 (26) \$25,000 (1) \$35,000 |
| | 3000 | Employee Benefits | | |
| | | Total | No Cost | |
| | 4000 | Books, Materials, Supplies | | |
| | | Total | \$5000 | |
| | 5000 | Services and Other Operating Expenses (Including Travel) | | |
| | | Total | \$12,500 | (1) \$10,000 |
| | 6400 | Capital Outlay (Equipment) | | |
| | | Total | No Cost | (1) \$22,406 |
| Total Matching Funds | | | | \$123,648 |
| Total Amount Requested | | | \$123,648 | |

César Chávez Academy
California Content Standards Scores
Analysis of Data

Second Grade

Reading

César Chávez students scored 4.1% below the district average and 9.6% below the state average.

Mathematics

Chávez students exceeded the district average by .9% but were below the state average by 2.2%.

Third Grade

Reading

Chávez third graders were above the district average by 5.3%. They were below the state average by 12.7%.

Mathematics

Chávez third graders were slightly below the district average by 1.5%. They were below the state average by 4.9%.

Fourth Grade

Reading

César Chávez fourth graders scored 2.4% below the district average and 5.7% below the state average in Reading.

Mathematics

In mathematics, Chávez fourth graders were 1.2% below the district and 5.3% below the state average.

Fifth Grade

Reading

Fifth graders were 3.9% below the district average and 11.7% below the state average in reading.

Mathematics

In mathematics, students were just .6% below the district and 3.4% below the state average.

Sixth Grade

Reading

Chávez sixth graders scored .2% above the district average and 11.1% below the state average.

Mathematics

In mathematics, sixth graders were 1% below the district average and 5% below the state average.

Seventh Grade

Reading

Seventh graders were 8.2% below the district average and 17.7% below the state average.

Mathematics

Students scored .3% above the district average and 3.4% below the state average.

Eighth Grade

Reading

Eighth graders scored .3% below the district average and 9.1% below the state average.

Mathematics

No available data.

César Chávez Academy
California Content Standard Scores
School/District/State Averages
Average Number Correct

Grade 2

| Reading | | | Mathematics | | |
|---------|----------|-------|-------------|----------|-------|
| School | District | State | School | District | State |
| 31.6 | 35.7 | 41.2 | 25.0 | 24.1 | 27.2 |

Grade 3

| Reading | | | Mathematics | | |
|---------|----------|-------|-------------|----------|-------|
| School | District | State | School | District | State |
| 28.4 | 23.1 | 41.1 | 21.6 | 23.1 | 26.5 |

Grade 4

| Reading | | | Mathematics | | |
|---------|----------|-------|-------------|----------|-------|
| School | District | State | School | District | State |
| 32.4 | 34.8 | 45.3 | 18.1 | 19.3 | 23.4 |

Grade 5

| Reading | | | Mathematics | | |
|---------|----------|-------|-------------|----------|-------|
| School | District | State | School | District | State |
| 34.3 | 38.2 | 46 | 17.4 | 18 | 20.8 |

Grade 6

| Reading | | | Mathematics | | |
|---------|----------|-------|-------------|----------|-------|
| School | District | State | School | District | State |
| 36.9 | 36.7 | 48 | 17.1 | 18.1 | 22.1 |

Grade 7

| Reading | | | Mathematics | | |
|---------|----------|-------|-------------|----------|-------|
| School | District | State | School | District | State |
| 33.5 | 41.7 | 51.2 | 17.1 | 16.8 | 20.5 |

Grade 8

| Reading | | | Mathematics | | |
|---------|----------|-------|-------------|----------|-------|
| School | District | State | School | District | State |
| 42.3 | 42.6 | 51.4 | | | |

César Chávez Academy
Parent Involvement in
Action Plan Development

Parents, guardians and the community were involved in every step of the II/USP process. They attended Action Plan Committee meetings, participated in public meetings and in the writing of the Action Plan (Please see section *Parent and Community Involvement*, Action Plan pages 11-13).

Description of Other Areas of Identified Need

- Sources other than II/USP will provide each classroom with additional materials necessary to implement fully the district's English Language Development program.
- Bay Area School Reform Collaborative (BASRC) and other sources will fund additional materials and staff time to assemble classroom libraries and provide take-home books.
- *Perfect Copy* and other materials and software for instruction in the conventions of language will be provided by Bay Area School Reform Collaborative (BASRC).
- Bay Area School Reform Collaborative (BASRC) will fund the purchase of materials to implement the *Scholastic* spelling program and the Spanish language spelling program.
- Bay Area School Reform Collaborative (BASRC) will fund transportation, childcare and meals for six workshops to share grade level writing samples with parents.
- Sources other than II/USP will fund the purchase of furniture, computer, office supplies, materials, washing machine and dryer for the parent center.
- Funding for a counselor will be provided by sources other than II/USP.

Description of an Overall Evaluation Plan

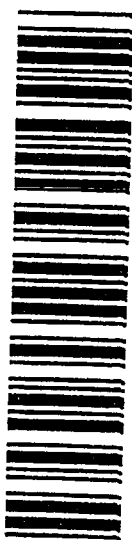
César Chávez will contract with an External Research Organization to conduct an evaluation pursuant to the requirements of PSAA of 1999. The external research organization will determine whether the measurable objectives laid out in the 2000-2001 and 2001-2002 Action Plans have been achieved.

In particular, the external evaluators will examine student achievement as measured by the API growth targets, district and site assessments. They will look for an increase in parent involvement and the effectiveness of the classroom management and school-wide discipline programs.



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End File



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