

February 1, 2010

TO: CCCS Teachers and Staff  
CCCS Governing Council  
SBSD School Board  
Dr. Brian Sarvis  
Robin Sawaske

FROM: Pat Morales, Educational Consultant & Interim Principal

RE: Results and Recommendations of Consultancy and Interim Principal for CCCS

**Background:** CCCS has a committed community of dedicated teachers, staff and families who support the school and value the Dual Language Immersion (DLI) Program. A dual immersion program has been proven to be an effective model for academic success, bilingualism and biliteracy. However the implementation of the DLI program at CCCS has not been successful in the accountability measures needed and understood by the Federal Government, the CDE, the District and the community-at-large. The measures for success that they use are progress towards the California State Standards as measured by the STAR tests: Academic Performance Index (API) for the State and Adequate Yearly Progress (AYP) for the Federal Government. CCCS for the last four years was a 1 out of 10 across all the schools and a 1 for similar schools on the API. Last year, CCCS did not meet benchmarks on the AYP. CCCS students were low (lowest 3) as compared to other Dual Immersion programs and as compared to other charter schools (lowest 4.7%). This raised issues with the SBSB School Board and the SBSB Administration related to accountability and the continuance of the school in its present form on its current path.

CCCS community believes that they have a successful school in many areas and are open and willing to improve. Currently CCCS teachers and Governing Council are moving forward to make the necessary changes to dramatically reform and transform CCCS into a model Dual Language Immersion Program. They are currently writing a new charter and through this process, re-organizing, reflecting, and re-designing all aspects of CCCS.

The SBSB voted to hire me as a consultant to work with CCCS. I have found my experience at CCCS to be very positive. The teachers have been open and enthusiastic about the opportunities for reform as has the Governing Council. I have found the entire CCCS community to be dedicated and talented people who deeply care about their children and school. They have recognized that the path they were on needed to be changed.

**GOALS of my Consultancy and Interim Principal:**

1. I was asked by the district to work to improve instruction for CCCS students especially the English Learners
2. I was asked by the school to act as Interim Principal until a new principal is hired.

**PROCEDURES/ACTIONS:**

1. Daily involvement with CCCS from 12/16 to present.
2. Individual meetings with each teacher
3. Walk-throughs in classrooms
4. Observation Day in each grade level with feedback
5. Staff development: 3 hours every Thursday
6. Cross Grade level meetings
7. Observations of each individual teacher with feedback
8. Daily operations as an Interim Principal

**GUIDELINES/STRUCTURE FOR CONSULTANCY**

I began the work with CCCS by using the Seven Guiding Principles for a successful Dual Language School. (The *Guiding Principles for Dual Language Education* is a tool to help dual language programs (two-way immersion, heritage language, foreign language immersion, or developmental bilingual programs) with planning and ongoing implementation. Based on the New Mexico *Dual Language Program Standards* and grounded in research on effective schools, the publication was developed by the Center for Applied Linguistics in 2005 with an expert panel of researchers and practitioners from across the United States, and revised in 2007).

**My focus was not on the Dual Language Immersion Model, but rather on the successful implementation of that model. In the month that I have worked with the staff, we focused on the first five of the Seven Principles.**

**Strand 1: Assessment and Accountability Findings**

<b>STRAND 1</b>	<b><i>Assessment and Accountability</i></b>
Principle 1	The program creates and maintains an infrastructure that supports an accountability process.
Principle 2	Student assessment is aligned with state content and language standards, as well as with program goals, and is used for evaluation of the program and instruction.
Principle 3	The program collects a variety of data, using multiple measures, that are used for program accountability and evaluation.
Principle 4	Data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.
Principle 5	Student progress toward program goals and NCLB achievement objectives is systematically measured and reported.
Principle 6	The program communicates with appropriate stakeholders about program outcomes.

**CCCS needs:**

1. a consistent and systemic assessment aligned with appropriate standards across the grades;
2. a systematic on-going assessment to shape and monitor program effectiveness and student learning;
3. dissemination and understanding of assessment results needed to communicate with various stakeholders; and
4. staff development in order to have common understanding of assessment results, disaggregation of data and use of data to inform instructional practices.

**Actions:**

1. Adoption and staff development of DIBELS language arts assessment K-6, Spanish and English that replaces the DRA.
2. Staff development of California Department of Education (CDE) Blue prints (analysis of critical standards), Released STAR tests, and individual content cluster assessments.
3. Learning Action Systems Implementation: They offer benchmarks assessments that mirror the STAR test at each grade level 2-6 in language arts and mathematics. One will be administered in January and the other in March. This gives the teachers data on the progress of each student on the Standards. Teachers then use this data to inform and differentiate their instruction.
4. Designed and Implemented an SST and 504 process to support teachers who have students with academic, health and/or behavioral needs.

**Recommendations:**

1. Develop an electronic reporting and monitoring system for data across the grades such as Grade Pro or Edusoft. This information will be helpful for teachers, site administrators and for the CCCS Board to monitor student achievement.
2. Continue using data to inform and monitor instruction, individually in the classroom, across grade levels and with the whole staff.
3. Begin to use assessments (multiple measures) aligned with vision and goals of bilingualism, biliteracy, and multiculturalism.

<b>STRAND 2</b>	<b><i>Curriculum</i></b>
Principle 1	The curriculum is standards-based and promotes the development of bilingual, biliterate, and multicultural competencies for all students.
Principle 2	The program has a process for developing and revising a high quality curriculum.
Principle 3	The curriculum is fully articulated for all students.

**CCCS:** There is a weakness at CCCS in all three principles for Strand 2. There is a lack of consistency K-6 of curriculum in any subject area in both languages. The teachers do not have the resources needed for instruction. They have incomplete materials, and have to create much of the basic curriculum themselves in each of the subject areas. The curriculum is not differentiated and adapted to the learning needs of individual students especially the EL students in the upper grades.

**Recommendations:**

1. Adopt curriculum in each subject area.
2. Focus on Language Arts for the school year 2010-2011
  - a. Adopt a complete K-6 program in English and Spanish. (L1)
  - b. Adopt, create, refine a consistent program in Spanish and English (L2)
  - c. Staff Development time should be focused on Language Arts

- i. Implementation of the new curriculum and assessment
- ii. Focus on ELD, Transition, instructional strategies and on-going assessment to ensure and monitor the success of the English Learners. Develop a systematic, structured program K-6.

STRAND 3	<i>Instruction</i>
Principle 1	Instructional methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children.
Principle 2	Instructional strategies enhance the development of bilingualism, biliteracy, and academic achievement.
Principle 3	Instruction is student-centered.
Principle 4	Teachers create a multilingual and multicultural learning environment.

**CCCS:** There are strengths in the instructional program, despite the lack of materials, due to the dedication, creativity, resourcefulness, knowledge, skills and hard work of the teachers. Collectively there are areas of strengths of each teacher that needs to be shared. There is a need for a school-wide consistent instructional program, that is comprehensive, rigorous and high-level, especially for the English Language Learner. There needs to be a consistent program for student behavior, attitudes about learning and scholarship. There were combination classes at the upper grade level taught by job-share teachers. The instructional method that I observed most often in CCCS classrooms was direct instruction with the teacher in front of the room and the class listening to and interacting with the teacher. Students had worksheets to complete together or after the lesson. Questioning, in general, did not call for higher order skills, but asked for recall.

**Actions and Recommendations:**

1. Release teachers to observe every classroom at CCCS and key classrooms of exemplary teachers across the SB School district.
2. The 4-6 grade teachers revised their groupings to straight 4, 5, & 6<sup>th</sup> grade classrooms with the job-share teachers as co-teachers reducing the class size for language arts and math and working as specialists in social science, technology and science.
3. Focus staff development on instructional techniques strategies especially in language arts for differentiation and the English Learners.
4. Adopt school-wide expectation for student behavior inside and outside the classroom that is understood, modeled and followed by everyone.
5. Vary and balance the instructional methods used: direct instruction, small groups, flexible groups, cooperative groups, student-to-student interactions, to differentiate instruction to meet the needs of all students and to ensure all students are learning and engaged. Create rigorous higher level learning opportunities for students to do real work, write, read, construct meaning, problem solve, make decisions, use higher order thinking skills, etc.

<b>STRAND 4</b>	<b><i>Staff Quality and Professional Development</i></b>
Principle 1	The program recruits and retains high quality dual language staff.
Principle 2	The program has a quality professional development plan.
Principle 3	The program provides adequate resource support for professional development.
Principle 4	The program collaborates with other groups and institutions to ensure staff quality.

**Recommendations:**

1. Develop and implement a quality professional development plan for the school year 2010-2011 around the adoption and implementation of a new language arts program.
2. At the end of this school year, spend one (paid) week with the teaching staff in professional development and planning for the 2010-2011 school year. Focus on assessment, language arts, instruction, and program structure.

<b>STRAND 5</b>	<b><i>Program Structure</i></b>
Principle 1	All aspects of the program work together to achieve the goals of additive bilingualism, biliteracy and cross-cultural competence while meeting grade-level academic expectations.
Principle 2	The program ensures equity for all groups.

Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	The program has used a well-defined, inclusive, and defensible process to select and refine a model design.
Principle 5	An effective process exists for continual program planning, implementation, and evaluation.

**Recommendations:**

1. The implementation of the 50/50 model needs to be improved especially Principle 1.
2. The daily schedule needs to be re-organized to maximize the learning without disruptions. Example: Focus the entire morning, five days a week, on uninterrupted L1, L2 instruction and possibly math. The afternoons could include the other subjects, and the specialists.
3. Re-look at the daily schedule to maximize time spent in the classrooms on academic instruction.

<b>STRAND 6</b>	<b><i>Family and Community</i></b>
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program has parent education and support services that are reflective of the bilingual and multicultural goals of the program.
Principle 3	The program views and involves parents and community members as strategic partners.

This is a relative strength at CCCS. Families have chosen CCCS and are involved in all aspects of the school. Principles 1, 2 & 3 are being implemented. However, there are a few parents that do most of the work.

**Recommendations:**

1. Increase parent support in the classroom and at home. For example, students are expected to read and do homework at home. Develop a school-wide reading log and homework system that parents can sign and return to ensure that it is happening.
2. Develop ways to involve more parents so that there is a broader base of volunteers.

<b>STRAND 7</b>	<b><i>Support and Resources</i></b>
Principle 1	The program is supported by all program and school staff.
Principle 2	The program is supported by families and the community.
Principle 3	The program is adequately funded.
Principle 4	The program advocates for support.
Principle 5	Resources are distributed equitably within the program, school, and district.

**CCCS: Principal 3, 4 and 5 need to be addressed.** Classroom teachers need support. They do not have adequate resources, and they make due with what they have. They do not complain, they accept the conditions and do their jobs in spite of the limited resources. Example: Portables are naturally dark, and even darker when there are no light bulbs. Teachers have accepted this, and not asked for light bulbs, not to mention asked for the basic curricular materials, books, pencils, etc. Teachers are resourceful and have even gone through the dumpsters at the neighboring school to gather the cast-off materials. Teachers have collected materials from other schools and purchased the materials themselves over time. It takes a new teacher time to accomplish this so therefore the resources are not distributed equitably.

**Recommendations:**

1. The classroom teachers need resource support beginning with the basics, adequate lighting, curriculum, supplies, etc. Focus the school budget on ‘outfitting’ the classroom teachers with the necessary ‘tools’ for success.
2. There are abundant resources in the SB community and people willing to step up to help through individual donations, grants and in-kind support. For example, the local Trader Joes is now donating \$75 a month in product for the classroom teachers to use.

**Conclusion:**

César Chávez is a school that is being re-created. I have confidence in the stakeholders of the school, the dedicated teachers, families and children, that they will accomplish their goals. This year has provided a much needed opportunity to stop and re-evaluate the implementation of their program. I have felt it was a privilege to be a part of the school community for a brief time and wish them success in the future.

**Overall Recommendations:**

1. **Develop Consistency and alignment** of program, communication, instruction, assessment, student behavior, and resources **towards the academic achievement of** all students and the school’s mission of bilingualism and biliteracy.

2. **Approve the new Charter**
3. **Develop and monitor** a three to five year **strategic plan** to implement goals of the new Charter.
4. Give the teachers the **support and resources** they need to be successful in their work.
5. **Focus on the Year One goals** of the strategic plan to implement your new Charter.