

Ed Services CCLA Response to Staff Report Recommendations



Educational Services Recommendations

Based on the findings contained in the Cesar Chavez Language Academy Charter Renewal Staff Report and Material Revision Request, Educational Services recommends the following areas of focus during the renewal term:

1. Accelerate Academic Achievement Across Student Groups

- Continue implementation of evidence-based instructional practices designed to improve student achievement in English Language Arts, Mathematics, and Science.
- Establish annual growth targets that move student performance closer to or above statewide averages.
- Utilize disaggregated student achievement data to monitor progress and identify areas requiring additional support.

2. Develop a Comprehensive Long-Term English Learner (LTEL) Strategy

- Create a targeted intervention plan specifically designed to address the academic, attendance, engagement, and behavioral needs of LTEL students.
- Monitor LTEL progress through regular data reviews and individualized support plans.
- Evaluate barriers preventing LTEL students from accelerating language acquisition and academic achievement.
- Establish measurable outcomes for LTEL reclassification, attendance, achievement, and school engagement.

3. Strengthen Designated and Integrated ELD Implementation

- More clearly articulate and monitor the implementation of Structured English Immersion, Designated ELD, and Integrated ELD practices across grade levels.
- Ensure consistency in ELD instructional delivery and language development expectations from TK through high school.
- Develop clear monitoring protocols for English Learners and Reclassified Fluent English Proficient students.
- Continue leveraging the strengths of the dual immersion model to improve English Learner Progress Indicator outcomes.

4. Address Academic Performance in Upper Elementary and Middle School Grades

- Conduct a comprehensive analysis of student achievement trends in grades 5 through 8.
- Develop targeted intervention systems for students entering middle school below grade level.
- Strengthen transition supports for students enrolling from non-dual immersion elementary programs.
- Monitor the effectiveness of intervention programs designed to close achievement gaps before students enter high school.

5. Expand Multi-Tiered Systems of Support (MTSS)

- Strengthen academic, behavioral, attendance, and social-emotional intervention systems across all grade spans.
- Ensure students demonstrating persistent academic challenges receive timely and targeted support.
- Utilize progress-monitoring tools to evaluate intervention effectiveness and student growth.

6. Reduce Chronic Absenteeism and Suspension Disproportionality

- Continue successful efforts that have reduced overall chronic absenteeism and suspension rates.
- Implement focused attendance and engagement strategies for LTELs and Students with Disabilities, whose rates remain disproportionately high.
- Expand restorative and preventative approaches to discipline and student engagement.
- Regularly monitor subgroup data to identify emerging trends and intervention needs.

7. Strengthen Secondary Program Development and TK-12 Articulation

- Develop a comprehensive implementation plan for the proposed high school expansion.
- Ensure alignment of curriculum, instructional practices, language development goals, and student support systems across the TK-12 continuum.
- Establish clear pathways toward Seal of Biliteracy attainment and college and career readiness.
- Monitor student outcomes throughout implementation of the expanded grade span.

8. Improve Outcome Monitoring and Accountability Systems

- Refine measurable student outcomes to include baseline data, annual benchmarks, and subgroup-specific targets.
- Ensure outcomes are aligned to state priorities, Dashboard indicators, language acquisition goals, and college and career readiness measures.
- Establish regular reporting cycles to evaluate progress and inform continuous improvement efforts.

9. Strengthen Science and STEM Achievement

- Develop targeted strategies to improve student performance on Science indicators.
- Expand opportunities for inquiry-based, bilingual STEM learning experiences.
- Monitor science achievement across student groups and grade spans.

10. Continue Leveraging the Strengths of the Dual Immersion Model

- Maintain focus on bilingualism, biliteracy, and multicultural competence as core program outcomes.
- Evaluate the effectiveness of the dual immersion model in improving long-term student outcomes.
- Share successful practices with other multilingual programs throughout Santa Rosa City Schools.

With the following being the three major areas of focus:

- **#2 LTEL Strategy** - LTELs consistently perform below peers and have higher absenteeism and suspension rates.
- **#4 Upper Elementary/Middle School Achievement** - Academic performance weakens as students move into upper grades and middle school.
- **#7 TK-12 Articulation** -The proposed high school expansion creates a unique opportunity to build a coherent TK-12 bilingual pathway culminating in the Seal of Biliteracy.