

The Single Plan for Student Achievement

Cesar Chavez Elementary

57726786056295

Approved On:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Denise Beck
Position:	Principal
Telephone :	530-757-5490
Address:	1221 Anderson Road
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The District Governing Board approved this revision of the School Plan in

2009-2010

Goals

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : English Language Development

Goal Title : Growth in English Language Proficiency for Enrolled ELL students

- All ELL students will show growth of at least one level of proficiency in the CELDT (California English Language Development Test).
- Students who have been redesignated as Fluent Language Proficiency will score at the proficiency or above level in ELA and Mathematics in the CST three years after redesignation.

Student groups and grade levels to participate in this goal:

- All identified ELL students in K-6

Anticipated annual performance growth for each group:

- Students will improve 1-2 proficient levels as designated by CELDT

Means of evaluating progress toward this goal:

- CELDT annual test
- CST annual test
- District and school trimester assessments.
- California Standards Test in Spanish

Group data to be collected to measure academic gains:

- Student Data will be analyzed by:
 - Grade level
 - Ethnicity
 - Home Language
 - Migratory Status
 - Years of residence in the U.S.

Action Title: Academic Conferences

Means of Achievement: Staff development and professional collaboration

Tasks :

- Principal schedules four Academic Conferences to review student data.
- Grade level teachers, support personnel and Principal meet to analyze student data.
- Academic Conference team identifies progress and concerns on student performance in each grade level.
- Intervention students are identified and a plan is developed to serve them through different levels of support in the classroom.
- Academic Conference Team monitors student progress at least three more times during the year.

Measures :

- Participation on Academic Conferences.
- Data disaggregated by student who are in the basic below benchmark levels.
- Intervention Plans for students at each grade level four times per year monitored by classroom teacher and Principal

People Assigned :

- Classroom Teachers
- Support Personnel
- Principal

Start Date : 8/28/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Academic Conferences	\$0

Action Title: Professional Development in ELL Strategies

Means of Achievement: Alignment of instruction with content standards

Tasks :

- Professional Development opportunities are offered by the district on GLAD strategies.
- Designate teacher leader to provide staff development on GLAD strategies.

Measures :

- Observation of use of GLAD strategies in the classroom.
- Use of GLAD observation protocol when observing in the classrooms.

People Assigned :

- Classroom teachers
- GLAD teacher leader
- Principal

Start Date : 12/20/2008

Completion Date : 6/30/2010

Action Title: ELD Program Development

Means of Achievement: Alignment of instruction with content standards

Tasks :

- Review ELD program options offered at the K-3 level and align it with the Spanish Immersion Program design.
- ELD teachers will meet with principal to define program design and delivery for all levels of ELD in the grade level.
- Select materials that appropriate for new program design.
- Provide training for teachers delivering ELD with new materials.

Measures :

- Program design document that will be used in Master Plan discussion.
- Attendance to group discussion.
- Notes produce in the meetings.

People Assigned :

ELD teachers.
 Principal

Start Date : 12/20/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
EIA-LEP	Substitutes for certificated personnel	\$0
EIA-LEP	Teachers Training on new materials (3 days)	\$0

Action Title: ELD Materials Acquisition

Means of Achievement: Alignment of instruction with content standards

Tasks :

- Provide materials selected by ELD team to support their ELD program

Measures :

- Observation of use of materials in the classroom.

People Assigned :

- ELD teachers
- Prinicpal

Start Date : 12/20/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
EIA-LEP	ELD materials	\$0

Action Title: Identification of EL students

Means of Achievement: Alignment of instruction with content standards

Tasks :

- Identify EL students following state guidelines
- Following State guidelines for student reclassification

Measures :

- Completed EI student binder with all the required information mandated by the sate.

People Assigned :

Start Date : 1/10/2009

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
English Language Acquisition Program (ELAP)	English Language Development Specialist	\$1,573

Goal Area : Technology

Goal Title : Maintain and Improve Technology Resources Available to Students and Staff

Access to up-date technological resources and materials is an essential part of our students education in the XXI century. Students and staff need skill professionals to help them access and maintain the technology available at school.

Student groups and grade levels to participate in this goal:

All students, K-6

Anticipated annual performance growth for each group:

Students use of on-site resources will increase

Means of evaluating progress toward this goal:

Computer lab schedule.
Software evaluation data.

Group data to be collected to measure academic gains:

Student Survey
Teachers Survey

Action Title: Instructional Computer Specialist to provide support for Students and Staff

Means of Achievement: Alignment of instruction with content standards

Tasks :

- Provide funding for a 15/hour week Instructional Computer Specialist who maintains our hardware, provides guidance to the Technology Committee, staff and students and other duties at they apply to maintaining and improving the use of technology at CCE.

Measures :

- Instructional Computer Specialist on staff.

People Assigned :

- Principal

Start Date : 12/20/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Instructional Computer Specialist Salary	\$10,000

Action Title: Purchase of Technology equipment to support classroom instruction

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

- Work with Technology Committe to define the purchase of new technology equipment for the classroom.
- Teachers have requested an LCD projector and an ELMO for each 1-6 grade classroom

Measures :

- Equipment been used in the classroom

People Assigned :

- Technology Committee
- Principd

Start Date : 12/20/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
One-Time Discretionary Block Grant	Technology equipment for the classrooms	\$0

Goal Area : Mathematics

Goal Title : Success in Mathematics for All Students

Students enrolled at CCE will demonstrate grade level proficiency in mathematics as measured by state, district and site standards/benchmarks.

Student groups and grade levels to participate in this goal:

All students enrolled in the program.

Anticipated annual performance growth for each group:

Ninety percent of the students will meet state, district and school standards/benchmarks for Mathematics.

Means of evaluating progress toward this goal:

During Academic Conference meetings teachers will analyze student performance based on: District assessment protocols grades K-1 and Mathematics CST (California Standards Test) for students in grades 2-6.

Group data to be collected to measure academic gains:

CST results for students in grades 2-6 will be analyzed according to: Grade level Ethnicity English Learner proficiency level Economic Disadvantage designation. Adoption materials assessments will be used for students K-2.

Action Title: Academic Conferences

Means of Achievement: Alignment of instruction with content standards

Tasks :

- Principal schedules four Academic Conferences to review student data.
- Grade level teachers, support personnel and Principal meet to analyze student data.
- Academic Conference team identifies progress and concerns on student performance in each grade level.
- Intervention students are identified and a plan is developed to serve them through different levels of support in the classroom.
- Academic Conference Team monitors student progress at least three more times during the year.

Measures :

Participation on Academic Conferences.

Data disaggregated by student who are in the basic, below and far below basic benchmark levels.

Intervention Plans for each grade level four times per year: monitored by classroom teacher and Principal

People Assigned :

Classroom teacher
 Principal

Start Date : 8/28/2009

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Substitute teachers for certificated personnel	\$0

Action Title: Differentiate Instruction in Mathematics

Means of Achievement: Staff development and professional collaboration

Tasks :

- Teachers will work collaboratively to identify areas of improvement for our Mathematics program
- Teachers will work on grade level teams on developing strategies to provide instruction for the different ability levels in the classroom.
- Teacher will work on grade level teams to develop lessons that introduce necessary changes.

Measures :

- Observation of new strategies in place in the classroom.
- Lesson plans for differentiated instruction.

People Assigned :

- Classroom Teachers
- Principal

Start Date : 1/16/2009

Completion Date : 6/30/2010

Goal Area : Other

Goal Title : Closing Student Achievement GAP

- Hispanic, English Language Learners and Economic Disadvantaged students will have a higher academic performance in the STAR assessment program to reduce the achievement GAP found in student performance.

Student groups and grade levels to participate in this goal:

- All 2- 6 grade hispanic, ELL Economic Disadvantaged students.

Anticipated annual performance growth for each group:

- Students performance will increase 200% of target for their group

Means of evaluating progress toward this goal:

- CST results

Group data to be collected to measure academic gains:

Action Title: Provide Reading Intervention Program

Means of Achievement: Alignment of instruction with content standards

Tasks :

- Academic Conference team identifies students who need extra support based on achievement data from the • Spanish-language reading inventory "Evaluacion del Desarrollo de la Lecturall" (EDL II). • Team makes recommendations for level of support needed. • Reading program provides extra support with push-in or pull out program.

Measures :

- Student progress will be monitored by: • EDL II assessment after 8 weeks in intervention program. • EDL II assessment at the end for the trimester to monitor long term progress. • End-of the year assessments to register progress obtain that year.

People Assigned :

- Classroom Teachers
- Reading Specialist
- Para-educators in the reading room.
- Resource Specialist.

Start Date : 12/15/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
EIA-LEP	Reading Aides	\$13,885

Action Title: Academic Conferences

Means of Achievement: Alignment of instruction with content standards

Tasks :

- Principal schedules four Academic Conferences to review student data.
- Grade level teachers, support personnel and Principal meet to analyze student data.
- Academic Conference team identifies progress and concerns on student performance in each grade level.
- Intervention students are identified and a plan is developed to serve them through different levels of support in the classroom.
- Academic Conference Team monitors student progress at least three more times during the year.

Measures :

- Calendar of Assessments: Contains dates for reading assessments windows as well as deadline to turn in data.
- Intervention Plans for each grade level four times per year monitored by Principal, reading specialist and teacher.

People Assigned :

- Classroom teachers • Support staff • Principal

Start Date : 12/10/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
EIA-LEP	Substitutes for Academic Conference Meetings	\$2,727

Goal Area : Physical Education

Goal Title : Implement Standards Based P.E program

- Implement standards based P.E program for all students.
- Provide P.E. coaching for all K-6 teachers.

Student groups and grade levels to participate in this goal:

- All students, K-6

Anticipated annual performance growth for each group:

- Teachers will be able to implement activities in new P.E. program with ease.
- Student participation on P.E. activities will increase.

Means of evaluating progress toward this goal:

- Observation of activities included in the program.
- Observation of student participation.

Group data to be collected to measure academic gains:

- Teacher survey on program implementation.
- Student survey on program implementation.

Action Title: Materials and resources for P.E program

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

- Select P.E program to be used by teachers.
- Buy new program: Teacher manuals and equipment

Measures :

- Teacher manuals in teachers classrooms.
- Equipment on P.E. closet.

People Assigned :

- Classroom teachers
- Principal

Start Date : 1/15/2009

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Arts, Music, and P.E. Equipment and Supplies Block Grant	P.E Program and Materials	\$0

Action Title: Teacher Training - P.E

Means of Achievement: Staff development and professional collaboration

Tasks :

- Schedule collaboration days for teachers to work on curriculum planning for P.E. instruction
- Provide necessary P.E. program for teachers to use during collaboration
- Develop curriculum plan to implement P.E. program

Measures :

- California Physical Education test for fifth graders
- Skill assessment before and after unit implementation.

People Assigned :

- Classroom teachers

Start Date : 1/15/2009

Completion Date : 6/30/2010

Goal Area : Reading/Language Arts

Goal Title : Success in Reading and Language Arts for all students

- All Students enrolled at CCE will demonstrate grade level proficiency in reading in Spanish and English by the end of third grade as measured by state, district and site standards/benchmarks.

Student groups and grade levels to participate in this goal:

- All students enrolled in 1-3 grades.

Anticipated annual performance growth for each group:

- Ninety percent of the students will meet state, district and school standards/benchmarks for reading and ELA.

Means of evaluating progress toward this goal:

- Academic Conference meetings four times per year where teachers will analyze student performance based on:
 - District assessment protocols included in the SAD (Student Assessment Data) card: EDL for Spanish reading in grades K-6 and QRI for English reading in grades 3-6.
 - CST (California Standards Test) for students in grades 2-6.

Group data to be collected to measure academic gains:

- CST results for students in grades 2-6 will be analyzed according to:
 - Grade level
 - Ethnicity
 - English Learner proficiency level
 - Economic Disadvantage designation.
- EDL results for students on grades K-3 will be analyzed according to:
 - Grade level

Action Title: Academic Conferences

Means of Achievement: Staff development and professional collaboration

Tasks :

- Principal schedules four Academic Conferences to review student data.
- Grade level teachers, support personnel and Principal meet to analyze student data.
- Academic Conference team identifies progress and concerns on student performance in each grade level.
- Intervention students are identified and a plan is developed to serve them through the different levels in the reading support program.
- Academic Conference Team monitors student progress at least three more times during the year.

Measures :

- Calendar of Assessments: Contains dates for reading assessments windows as well as deadline to turn in data.
- Intervention Plans for each grade level four times per year monitored by Principal, reading specialist and teacher.

People Assigned :

- Classroom teachers
- Support staff
- Principal

Start Date : 1/16/2009

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Substitutes to release certificated staff	\$2,800

Action Title: Provide Reading Intervention Program

Means of Achievement: Increased educational opportunity

Tasks :

- Academic Conference team identifies students who need extra support based on achievement data from the Spanish-language reading inventory "Evaluacion del Desarrollo de la Lectural" (EDL II).
- Team makes recommendations for level of support needed.
- Reading program provides extra support with push-in or pull out program.

Measures :

- Student progress will be monitored by:
- EDL II assessment after 8 weeks in intervention program.
- EDL II assessment at the end for the trimester to monitor long term progress.
- End-of the year assessments to register progress obtain that year.

People Assigned :

- Classroom Teachers
- Reading Specialist
- Para-educators in the reading room.
- Resource Specialist.

Start Date : 1/6/2009

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Reading Aides Salary	\$23,050

Action Title: Implementation of new EDL II Program for reading assessment

Means of Achievement: Alignment of instruction with content standards

Tasks :

- Prepare new assessment materials for teachers
- Train teachers on new EDL2 reading assessment program
- Evaluate implementation at the end of the year to establish school benchmarks

Measures :

- Reading assessment results at the end of each trimester.
- Consistent implementation in each grade level.

People Assigned :

- Classroom teachers
- Reading Specialist
- Principal

Start Date : 8/27/2009

Completion Date : 6/30/2010

Goal Area : School Climate

Goal Title : Improvement of School Climate and Culture at Cesar Chavez Elementary

- To improve school climate and culture at CCE

Student groups and grade levels to participate in this goal:

- All k-6 students
- Parents and school personnel

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

- Annual school survey for students
- Annual district survey for parents

Group data to be collected to measure academic gains:

Action Title: Improving Communication Between School and members of the CCE Community

Means of Achievement: Involvement of staff, parents and community

Tasks :

- Publication of El Noticiero every week
- Publication of El Noticiero Spanish edition for families who do not speak English.
- Include letter from the principal once a month

Measures :

- Published weekly Newsletter

People Assigned :

- Newsletter editor
- Translator
- Principal

Start Date : 8/28/2009

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Newsletter Publication and Translation	\$0

Action Title: Introduce Character Education Program

Means of Achievement: Auxiliary services for students and parents

Tasks :

- Select Program with committee members and staff
- Introduce program to students to help them develop a deep understanding of school/community values.
- Provide training for teachers

Measures :

- Pre and post survey for teachers.
- Pre and post survey for students.

People Assigned :

- Committee members
- Classroom teachers
- Trainers
- Principal

Start Date : 12/20/2008

Completion Date : 6/30/2010

Goal Area : Reading/Language Arts

Goal Title : Improve Student Writing

Develop writig skills through teaching the Six Traits Writing:Ideas, Organization, Voice, Word Choice, Sentence Fluency and Conventions.

Student groups and grade levels to participate in this goal:

All students, K-6

Anticipated annual performance growth for each group:

Students at the end of the year will improve their performance in their writing samples on the new District Writing Rubric that includes the Six Traits.

Means of evaluating progress toward this goal:

Student writing samples on the district wide prompt in the fall, winter and spring trimesters.

Group data to be collected to measure academic gains:

Student writing samples scores to be submitted to Reading Specialist to be entered on school data base to monitor student progress.

Action Title: Professional development

Means of Achievement: Staff development and professional collaboration

Tasks :

Teachers will attend the professional development trainig offered by the district on the new Six Traits Rubric. Teachers will attend Writing workshops provided by Area 3 Writing project. Teachers will participate in grade level meetings on the implementation of the SixTraits Rubric in Spanish for our program. They will identify areas of needed professional development

Measures :

Attendance records.
Spanish materials for implementation.

People Assigned :

Classroom teachers.
Reading Specialist.
Principal.

Start Date : 8/28/2008

Completion Date : 6/30/2010

Action Title: Score student writing samples

Means of Achievement: Alignment of instruction with content standards

Tasks :

- Teachers will meet once every trimester to score all writing samples for their grade level following the district's assessment calendar.
- They will use the new Six Traits Writing Rubric when scoring the samples.
- They will enter data on school data base program.

Measures :

- Student writing samples and data on school data base program.

People Assigned :

- Classroom teachers.
- Reading Specialist.
- Principal.

Start Date : 8/28/2008

Completion Date : 6/30/2010

Action Title: Academic Conference

Means of Achievement: Staff development and professional collaboration

Tasks :

- Principal schedules four Academic Conferences to review student data.
- Grade level teachers, support personnel and Principal meet to analyze student data.
- Academic Conference team identifies progress and concerns on student performance in each grade level.
- Intervention students are identified and a plan is developed to serve them through different levels of support in the classroom.
- Academic Conference Team monitors student progress at least three more times during the year.

Measures :

- District Writing Samples- three times each year
- California Writing Sample for fourth grade students
- Placement assessment for sixth graders transferring to Junior High

People Assigned :

- Classroom Teachers
- Principal

Start Date : 8/27/2008

Completion Date : 6/30/2010

Cesar Chavez Elementary 2009-10

Single Plan For Student Achievement Report

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : Professional Development

Goal Title : Spanish Immersion Master Plan

- Development of a comprehensive K-12 District Master Plan for Spanish Immersion

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

- Publication of a research based Master Plan that will guide the district in the next 20 years.

Group data to be collected to measure academic gains:

Action Title: Foreign Language Standards

Means of Achievement: Staff development and professional collaboration

Tasks :

- Train teachers participating in the Spanish Immersion Program in the FLS.
- Apply knowledge on the development of Master Plan.
- Teachers follow Guiding Principles of Dual Language in this process.
- Teachers are released for professional development, coaching and peer collaboration.

Measures :

- Pre- and post- teacher survey.

People Assigned :

- Claudia Barba, FLAP Manager
- Denise Beck, Principal
- Teachers as assigned

Start Date : 8/1/2007

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Centralized Services	Release time	\$0

Cesar Chavez Elementary 2009-10

Single Plan For Student Achievement Report

Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$65,341

Total Annual Expenditures for Current School Plan: \$54,035

State	Budget Allocation	Expense	Balance Available
English Language Acquisition Program (ELAP)	\$1,573	\$1,573	\$0
Growth in English Language Proficiency for Enrolled ELL students		\$1,573	
School & Library Improvement Block Grant	\$47,156	\$35,850	\$11,306
Maintain and Improve Technology Resources Available to Students and Staff		\$10,000	
Success in Reading and Language Arts for all students		\$25,850	
EIA-LEP	\$16,612	\$16,612	\$0
Closing Student Achievement GAP		\$16,612	
Total amount of State categorical funds allocated:	\$65,341	\$54,035	\$11,306
Total amount of categorical funds allocated to this school:	\$65,341	\$54,035	\$11,306

School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
Thomas Adams	Parent or Community Member	tadams@cde.ca.gov	12/9/2009
Larry McCoy	Parent or Community Member	larmccoy@pacbell.net	12/9/2009
Karen Hamilton	Parent or Community Member	lundgren@yolo.com	12/9/2009
Stephanie Hunt	Classroom Teacher	shunt@djusd.k12.ca.u	12/9/2009
Denise Beck	Principal	dbeck@djusd.k12.ca.u	12/9/2009
Darlene Loyola	Classroom Teacher	dloyola@djusd.k12.ca	12/9/2009
Lynn Alvarez	Other School Staff	lalvarez@djusd.k12.c	12/9/2009
Jim Frame	Parent or Community Member	jhframe@dcn.org	12/9/2009
David Ewey	Parent or Community Member	d.m.ewey@comcast.net	12/9/2009

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	2	1	5	

Recommendations and Assurances

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

Approval Date

1. School Site Council Members
2. Plan Review Due Date:
3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
 - English Learner Advisory Committee
 - Special Education Advisory Committee
 - Gifted and Talented Education Advisory Committee
 - School Climate Committee
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
8. Public Notice Due Date:
9. District Governing Board Annual Review Due Date:
10. This School Plan was adopted by the School Site Council at a public meeting on: 12/9/2009
11. Attested by School Principal: 12/9/2009
12. Attested by School Site Council Chairperson: 12/9/2009

Denise Beck

 Typed name of school principal

 Signature of school principal

 Date

Tom Adams

 Typed name of SSC chairperson

 Signature of SSC chairperson

 Date

Analysis of Current Educational Practice

1. Alignment of curriculum, instruction and materials to content and performance standards:

- Cesar Chavez Elementary is the main campus for the district's K-6 Spanish Immersion program. The academic curriculum provided to all students at Cesar Chavez Elementary follows state standards in all subject areas and parallels the academic curriculum offered in all other elementary schools in Davis.
- At Cesar Chavez Elementary Spanish is used as the vehicle to deliver content in all subject areas. The textbooks we use for instruction are standards based but published in Spanish.
- Textbooks and materials in English are used during the English portion of the day starting in second grade.

2. Availability of standards-based instructional materials appropriate to all student groups:

- Standards based materials are provided for all subject areas and for every student in the school. Spanish and English textbooks are provided according to grade level. We follow the Spanish Immersion Master Plan that defines the introduction and development of English Language skills in different grade levels.

3. Alignment of staff development to standards, assessed student performance and professional needs:

- The district provides standards based staff development to teachers every year. The opportunities for staff development are offered during the academic year as well as during the summer months.
- In addition Cesar Chavez Elementary provides at least two extra collaboration days during the year for teachers for curriculum development. The work done during collaboration is strictly based on student assessment and serves as the basis for program improvement.

4. Services provided by the regular program to enable under-performing students to meet standard:

- Academic Conferences are scheduled every year to evaluate and monitor student progress.
- Academic Conferences take place in September and at the end of each trimester.
- Teachers provide student support in the classroom through differentiation of instruction in all subject areas.
- In addition we have a push-in reading program for students in K-2 to help increase the teacher-student contact during guided reading time. We also provide a pull out program for students who need extra support.
- We serve students who need extra support in Reading in grade 4-6 in a pull out program with the Reading Specialist.
- At the K-3 level we provide an ELD program taught by a certificated teacher for at least 30 minutes four times per week.

5. Services provided by categorical funds to enable under-performing students to meet standards:

- Categorical funds given to the school provide additional support for the reading program. Students are served in a one-to-one ratio and small pull out groups for extra support and more explicit instruction.

6. Use of the state and local assessments to modify instruction and improve student achievement:

- All teachers are trained and use Cruncher-data based program- to gather information about their students as they prepare for our first Academic Conference meeting that takes place in early September.
- The data based program provides specific test results for each individual student on California Standards Test (CST) for students enrolled in grades 3-6 and California English Language Development Test (CELDT) for students who are classified as English Language Learners.
- In addition we have created our own data base program that incorporates all the district reading assessment information for ALL k-6 students. That information is given to teachers at the beginning of the year to prepare for the first Academic Conference meeting in September
- Academic Conferences are conducted four times each year to monitor student progress using the information included in both systems.

7. Number and percentage of teachers in academic areas experiencing low student performance:

- The number of students experience academic difficulties is relatively low. In average there are two or three students in every classroom experiencing academic difficulties. Many of those students are second language learners.

8. Family, school, district and community resources available to assist these students:

- Cesar Chavez Elementary works very closely with parents of students who are experience academic difficulty. Our reading specialist train these parents on how to support their students at home. The school provides materials for the parents in a check out system.
- Cesar Chavez Elementary has a full time reading specialist as reading aides who support students in the classroom as well as in the reading room.
- Parent volunteers run a check out reading program that support students who are learning to read.

9. School, district and community barriers to improvements in student achievement:

- Cesar Chavez Elementary receives very limited resources to serve the students who need extra support. Most of the funding is directed to the reading room supporting the students to reach the third grade end of the year benchmarks in reading in both languages Spanish and English.
- The scarcity of resources coming to our school have imposed difficulties serving migrant students who are monolingual Spanish and in many cases newcomers to this country.
- In addition the limited number of weeks of enrollment for migrant students (12 weeks) hinder our efforts to help them to achieve end of the year benchmarks in reading.

10. Limitations of the current program to enable under performing student to meet standards:

Student Performance Data Summary

Conclusions from Student Performance Data

- Every year, since the introduction of the API in the California educational system, Cesar Chavez Elementary has improved its overall API score above the defined target score for the year.
- Hispanic students have increased their API score faster than the white students but an academic GAP is still present.
- Student performance scores have been either at the district average level or above in ELA and Mathematics.
- Hispanic students perfomed at a higher level than comparable groups in the district and the state.
- English Language Learners are performing at lower levels than the general population of EL students in the district
- Migrant students are not performing at the basic or above level as a group yet.

Conclusions from Parent, Teacher and Student Input