



2011-12  
SINGLE PLAN FOR STUDENT ACHIEVEMENT

**Cesar Chavez Elementary School**  
Davis Joint Unified District



The District Governing Board  
approved this revision of the School  
Plan on:

**Principal:**  
**Denise Beck**

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Cesar Chavez Elementary 2011-12  
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
<b>Mathematics</b>			
Success in Mathematics for All Students			
Academic Conferences	8/26/2011	6/8/2012	\$0
Differentiate Instruction in Mathematics	8/26/2011	6/8/2012	\$0
<b>English Language Development</b>			
Growth in English Language Proficiency for Enrolled ELL students			
ELD Program Development	8/26/2011	6/8/2012	\$0
ELD Materials Acquisition	8/26/2011	6/8/2012	\$0
Identification of EL students	8/26/2011	6/8/2012	\$4,775
CELDT Training and Testing	8/26/2011	6/8/2012	\$1,000
English Language Development support for identify K-3 students	8/26/2011	6/8/2012	\$8,150
<b>Other</b>			
Closing Student Achievement GAP			
Provide Reading Intervention Program	8/26/2011	6/8/2012	\$8,765
Academic Conferences	8/26/2011	6/8/2012	\$8,820
<b>Physical Education</b>			
Implement Standards Based P.E program			
Materials and resources for P.E program	8/26/2011	6/8/2012	\$0
Teacher Training - P.E	8/26/2011	6/8/2012	\$0
<b>Professional Development</b>			
Spanish Immersion Master Plan			
Foreign Language Standards	8/26/2011	6/8/2012	\$6,000
<b>Reading/Language Arts</b>			
Success in Reading and Language Arts for all students			
Academic Conferences	8/26/2011	6/8/2012	\$0
Provide Reading Intervention Program	8/26/2011	6/8/2012	\$41,242
Implementation of new EDL II Program for reading assessment	8/26/2011	6/8/2012	\$0
Reading Materials for Reading Program in Spanish	8/26/2011	6/8/2012	\$6,398
Assessment Release Days	8/26/2011	6/8/2012	\$6,000
<b>Improve Student Writing</b>			
Professional development	8/26/2011	6/8/2012	\$0
Score student writing samples	8/26/2011	6/8/2012	\$0
Academic Conference	8/26/2011	6/8/2012	\$0

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School Climate			
Improvement of School Climate and Culture at Cesar Chavez Elementary			
Improving Communication Between School and members of the CCE Community	8/26/2011	6/8/2012	\$1,200
Introduce Character Education Program	8/26/2011	6/8/2012	\$0
Technology			
Maintain and Improve Technology Resources Available to Students and Staff			
Instructional Computer Specialist to provide support for Students and Staff	8/26/2011	6/8/2012	\$9,776
Purchase of Technology equipment to support classroom instruction	8/26/2011	6/8/2012	\$0
Total Annual Expenditures for Current Site Plan: \$102,126.84			

## 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 : 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.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students enrolled in the program.

What is the expected growth?

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

What data will be collected to measure student achievement?

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.

What process will you use to monitor and evaluate the data?

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.

Actions to improve achievement to exit program improvement (if applicable).

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 : 8/26/2011

Completion Date : 6/8/2012

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 : 8/26/2011

Completion Date : 6/8/2012

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.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

- All identified ELL students in K-6

What is the expected growth?

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

What data will be collected to measure student achievement?

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

What process will you use to monitor and evaluate the data?

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

Actions to improve achievement to exit program improvement (if applicable).

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 : 8/26/2011

Completion Date : 6/8/2012

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 : 8/26/2011

Completion Date : 6/8/2012

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 : 8/26/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	English Language Development Specialist	\$4,775

Action Title: CELDT Training and Testing

Means of Achievement: Monitoring program implementation and results

Tasks :

Administer CELDT assessment to English Learners for purpose of annual assessment of EL students' language development levels.

Measures :

CELDT training logs, count of administered CELDT tests, EL student CELDT results

People Assigned :

District EL Coordinator, Principal

Start Date : 8/26/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
EIA-LEP District Reservation for Site Use	CELDT Training and Testing	\$1,000

Action Title: English Language Development support for identify K-3 students

Means of Achievement: Alignment of instruction with content standards

Tasks :

English Language Development program delivery to complement development of reading skills in first language deliver by classroom teacher.

Measures :

Improvement of one to two proficiency levels in CELDT annual test  
District and School trimester assessments  
CST for students enrolled in second and third grade

People Assigned :

EL paraeducator will deliver instruction to students identify as EL in grades K-3. Students will be served according to level of proficiency in the CELDT and additional district/school assessments.

Start Date : 8/26/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	EL support for K-3 students	\$8,150

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.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

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

What is the expected growth?

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

What data will be collected to measure student achievement?

What process will you use to monitor and evaluate the data?

- CST results

Actions to improve achievement to exit program improvement (if applicable).

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 Lectura" (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 of 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 : 8/26/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Reading Aides	\$6,350
NCLB: Title III, Limited English Proficiency (LEP) Student Program	Reading Aide	\$2,415

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 : 8/26/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
Targeted Instructional Improvement Block Grant	Release Days for Academic Conferencing	\$8,820

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.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

- All students, K-6

What is the expected growth?

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

What data will be collected to measure student achievement?

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

What process will you use to monitor and evaluate the data?

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

Actions to improve achievement to exit program improvement (if applicable).

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 : 8/26/2011

Completion Date : 6/8/2012

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 : 8/26/2011

Completion Date : 6/8/2012

Goal Area : Professional Development

Goal Title : Spanish Immersion Master Plan

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

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Anticipated annual 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 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 :

- Denise Beck, Principal
- Teachers as assigned

Start Date : 8/26/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Collaboration Time - Second Language strategies	\$6,000

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.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

- All students enrolled in 1-3 grades.

What is the expected growth?

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

What data will be collected to measure student achievement?

- 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

What process will you use to monitor and evaluate the data?

- 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.

Actions to improve achievement to exit program improvement (if applicable).

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 : 8/26/2011

Completion Date : 6/8/2012

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 LecturaII" (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 : 8/26/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
PTA	Reading Aides Salary	\$30,895
Other Restricted Local	Reading Aide Salary	\$7,627
School and Library Improvement Block Grant	Kindergarten Reading Support	\$2,720

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 : 8/26/2011

Completion Date : 6/8/2012

Action Title: Reading Materials for Reading Program in Spanish

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Increase/replace titles in reading room collection to better serve increased enrollment during guided reading groups and reading intervention programs.

Measures :

Increased reading proficiency as measure by EDL levels in K-6  
 A larger variety of titles available to teachers and reading specialist.

People Assigned :

Reading specialist will select book titles and organize them as they become available.

Start Date : 8/26/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Reading books for guided reading and intervention program	\$6,398

Action Title: Assessment Release Days

Means of Achievement: Monitoring program implementation and results

Tasks :

Teachers are release tice per year to assess students using EDL2 and/or QRI to monitor student progress and to prepare for Academic Conferences.

Measures :

Data Collection on student progress in Reading in both languages

People Assigned :

All teachers

Start Date : 8/26/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
PTA	Assessment Release Dyas	\$6,000

Goal Area : Reading/Language Arts

Goal Title : Improve Student Writing

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

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students, K-6

What is the expected growth?

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.

What data will be collected to measure student achievement?

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

What process will you use to monitor and evaluate the data?

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

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Professional development

Means of Achievement: Staff development and professional collaboration

Tasks :

Teachers will attend the professional development training 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 : 8/26/2011

Completion Date : 6/8/2012

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 entered data on school data base program.

Measures :

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

People Assigned :

- Classroom teachers.
- Reading Specialist.
- Principal.

Start Date : 8/26/2011

Completion Date : 6/8/2012

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 : 8/26/2011

Completion Date : 6/8/2012

Goal Area : School Climate

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

- To improve school climate and culture at CCE

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

- All k-6 students
- Parents and school personnel

What is the expected growth?

What data will be collected to measure student achievement?

What process will you use to monitor and evaluate the data?

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

Actions to improve achievement to exit program improvement (if applicable).

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 : 8/26/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
PTA	Newsletter Translation	\$1,200

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 : 8/26/2011

Completion Date : 6/8/2012

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.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students, K-6

What is the expected growth?

Students use of-on-site resources will increase

What data will be collected to measure student achievement?

Student Survey  
Teachers Survey

What process will you use to monitor and evaluate the data?

Computer lab schedule.  
Software evaluation data.

Actions to improve achievement to exit program improvement (if applicable).

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 : 8/26/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
PTA	Instructional Computer Specialist Salary	\$9,776

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 : 8/26/2011

Completion Date : 6/8/2012

## Cesar Chavez Elementary 2011-12 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 : \$103,212

Total Annual Expenditures for Current School Plan: \$102,127

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
4203	NCLB: Title III, Limited English Proficiency (LEP) Student Program	\$3,500	\$2,415	\$1,085
	Provide Reading Intervention Program		\$2,415	
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$11,125	\$11,125	\$0
	Identification of EL students		\$4,775	
	Provide Reading Intervention Program		\$6,350	
7394	Targeted Instructional Improvement Block Grant	\$8,820	\$8,820	\$0
	Academic Conferences		\$8,820	
7395	School and Library Improvement Block Grant	\$23,269	\$23,269	\$0
	English Language Development support for identify K-3 students		\$8,150	
	Foreign Language Standards		\$6,000	
	Provide Reading Intervention Program		\$2,720	
	Reading Materials for Reading Program in Spanish		\$6,398	
	PTA	\$47,871	\$47,871	\$0
	Assessment Release Days		\$6,000	
	Improving Communication Between School and members of the CCE Community		\$1,200	
	Instructional Computer Specialist to provide support for Students and Staff		\$9,776	
	Provide Reading Intervention Program		\$30,895	
7091	EIA-LEP District Reservation for Site Use	\$1,000	\$1,000	\$0
	CELDT Training and Testing		\$1,000	
9010	Other Restricted Local	\$7,627	\$7,627	\$0
	Provide Reading Intervention Program		\$7,627	
Total amount of categorical funds allocated to this school:		\$103,212	\$102,127	\$1,085

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
Gigi Bugsch	Classroom Teacher	gbugsch@djud.k12.ca	6/1/2011
Larry McCoy	Parent or Community Member	larmccoy@pacbell.net	6/1/2011
Denise Beck	Principal	dbeck@djud.k12.ca.u	6/1/2011
David Ewey	Parent or Community Member	d.m.ewey@comcast.net	6/1/2011
Thomas Adams	Parent or Community Member	tadams@cde.ca.gov	6/1/2011
Sheri Belafski	Parent or Community Member	sbelafsky@sbcglobal.	6/1/2011
Jose Bermudez	Classroom Teacher	jbermudez@djud.k12.	6/1/2011
Nadine Pinkerton	Other School Staff	npinkerton@djud.k12	6/1/2011

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	4	

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: 6/1/2011
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: 5/26/2011
9. District Governing Board Annual Review Due Date:
10. This School Plan was adopted by the School Site Council at a public meeting on: 6/1/2011
11. Attested by School Principal: 6/1/2011
12. Attested by School Site Council Chairperson: 6/1/2011

Denise Beck

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Tom Adams

\_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date