

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT CHESTERTON ELEMENTARY SCHOOL

2014-16

37-68338-6039374

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Derige, Rudy

Contact Person: Derige, Rudy

Position: Principal

Telephone Number:

Address: 7335 Wheatley St, Chesterton Elementary, San Diego, CA, 92111-5824,

E-mail Address: rderige@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 23, 2015



SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Chesterton Elementary

DUE March 13, 2015

SITE CONTACT PERSON: R. Akoni Derige

PHONE: 858-496-8070

FAX: 858-571-5766

E-MAIL ADDRESS: rderige@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

- Quality Education Investment Act (QEIA)
 Title 1 Schoolwide Programs (SWP)
 Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5 Y5+

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
- The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 03/09/15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: _____
- Other (list): PTA Date of presentation: 03/03/15

- The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
- The site plan is based upon 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 03/09/15

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

R. Akoni Derige
Type/Print Name of School Principal


Signature of School Principal

03/12/15
Date

Meghann Lindaman
Type/Print Name of SSC Chairperson


Signature of SSC Chairperson

03/12/15
Date

Kimie Lochtefeld
Type/Print Name of Area Superintendent


Signature of Area Superintendent

4-7-15
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

The vision for Chesterton Elementary School is to have a quality neighborhood school whose culture is grounded in a decision making process around what is best for ALL children. Physical room environments that are welcoming, inviting, and clutter free. Social environments that nurture positive social and emotional competence of students, so they are able to recognize and manage emotions, solve problems effectively, and establish and maintain positive relationships with others. Academic environments that are Common Core Ready where teachers have the skills and abilities to facilitate rigorous learning and students are learning by doing, engaged in high-cognitive tasks that include critical thinking and problem solving, which ultimately fosters independence. A vision that is achievable in partnership with parents and the school community to ensure all of our students will achieve their academic and personal greatest through a curriculum dedicated to excellence.

The current reality reveals all stakeholders are developing toward the ideal state. Systems and structures are in place for teachers to collaborate in grade-level PLC to discuss the curriculum demands and content that students need to know. However, not all PLCs have focused on actual class and students' data in order to identify trends and patterns for instructional improvement. The school's culture and social environment is developing. Teachers meet in Grade-level teams to engage in many opportunities to work together in their PLCs. Chesterton continues to strengthening in addressing needs for ALL children. Additionally, increasing parent involvement continues to be an on-going effort.

Most lessons are aligned to CCSS. Teachers are continually working on providing many opportunities for students to talk. Additional work in providing more opportunities for collaborative conversations is necessary in order to allow for students to engage in classroom activities that allow them to be independent critical thinkers, meaning makers, and problem solvers. Moreover, continual use of data is essential to strategically guide instruction.

CORE AND SUPPLEMENTAL SUPPORTS

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3: 1:22

Grades K-3 with CSR: 1:24
Grade 4-5: 1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592 = 1 day per week
593-1,185 = 2 days per week
1,186-1,77 = 3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTHTECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in

order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC 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. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Karen Moss	Other
Meghann Lindaman	Parent
Joellen Hull	Parent
Summer Smith	Parent
Shari Shubert	Parent
Yajaira Bish	Parent
Rudy Akoni Derige	Principal
Tracy King	Teacher
Jessica Leonard	Teacher
Kirsten Ramsey	Teacher

Area 1: English/Language Arts

English/Language Arts SMART Goal:
 * By 06/15/2016, 71 % of Chesterton Elementary Students, Grades 2-5 will perform at Proficient level on site-developed/identified common formative assessments , increasing from 67.6 % to 71 % , a gain of 3.40 %

Closing the Gap SMART Goal:
 * By 06/15/2016, 53 % of Chesterton Elementary Hispanic or Latino, Students, Grades 2-5 will perform at Proficiency level on site-developed/identified common formative assessments , increasing from 47.9 % to 53 % , a gain of 5.10 %
 * By 06/15/2016, 74 % of Chesterton Elementary White, Students, Grades 2-5 will perform at Proficient level on site-developed/identified common formative assessments , increasing from 71 % to 74 % , a gain of 3.00 %
 * By 06/15/2016, 69 % of Chesterton Elementary English Learner, Grades 2-5 will perform at Proficient level on site-developed/identified common formative assessments , increasing from 65.5 % to 69 % , a gain of 3.50 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I(August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal:
 * By 06/15/2016, 81.5 % of Chesterton Elementary Students, Grades 2-5 will perform at proficient or advanced level on site-developed/identified common formative assessments , increasing from 79.5 % to 81.5 % , a gain of 2.00 %

Closing the Gap SMART Goal:
 * By 06/15/2016, 74 % of Chesterton Elementary Hispanic or Latino, Grades 2-5 will perform at proficient or advanced level on site-developed/identified common formative assessments , increasing from 71.2 % to 74 % , a gain of 2.80 %
 * By 06/15/2016, 81 % of Chesterton Elementary White, Grades 2-5 will perform at Proficient level in Site Developed or PLC Common Assessment(s) , increasing from 79.7 % to 81 % , a gain of 1.30 %
 * By 06/15/2016, 83 % of Chesterton Elementary English Learner, Grades 2-5 will perform at Proficient level on site-developed/identified common formative assessments , increasing from 81.4 % to 83 % , a gain of 1.60 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 3: English Learner

English Learner SMART Goal:
 * By 06/15/2016, 69 % of Chesterton Elementary English Learners Enrolled in School in the United States 12 Months or More, Grades 2-5 will perform at proficient or advanced level on site-developed/identified common formative assessments , increasing from 66 % to 69 % , a gain of 3.00 %

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API
 AYP
 CAHSEE
 CELDT
 Other
 Interim Assessments
 End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 06/15/2016, 68 % of Chesterton Elementary Grade 05, Students will perform at Fountas Pinnell/DRA Level of T/44 or above level in Fountas and Pinnel , increasing from 63 % to 68 % , a gain of 5.00 %
 * By 06/15/2016, 66 % of Chesterton Elementary Grade 03, Students will perform at Fountas Pinnell/DRA Level of P/38 or above level in Fountas and Pinnel , increasing from 62 % to 66 % , a gain of 4.00 %

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Fountas and Pinnel
DRA

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
 Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

* By 06/15/2016, 95 % of Chesterton Elementary Parents/Guardians will perform at in one participation in after school academic events or parent meetings level in Parent and Community Engagement

Targeted Population:

Teachers will select targeted students in grades K-5.

What data did you use to form these goals?

Attendance sheets

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

BUDGET: Resources Aligned to Area Goals**Core Program:** Edit the core program for your site

Universal Access to Strong Core Instructional Program (Tier 1)

All teachers will use the McGraw-Hill Wonders Program in English Language Arts, CCSS and California CCSS standards in designing and differentiating instruction.

Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (i.e., End of Unit assessments, Interim Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Staff will analyze on-demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.

Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on-site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level, and site analysis.

Targeted additional small flexible group instruction will be used to address specific needs in literacy

Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

Educational specialist will provide push in supplemental small group instruction for targeted students in need.

Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.

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Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction Intensive Intervention (Tier 3)

Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers

Counselor and support mentors will provide monthly check in with at risk students

Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

Psychologist will push into class, observe, and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor	0.1200	\$9,059.28	0061-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Provide emotional support for ALL learners and to monitor and help daily attendance of students. Additionally, run RTI meetings, 504s, and Deployment groups.
Prof&Curriclm Dev Vist Tchr	-	\$23,000.00	0061-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	PLC time for teachers to meet 6 days a year to plan and collaborate English Language Arts and Math lessons that support ALL students. Monitoring reading levels and strategically planning interventions for struggling learners. Additional Support for CELDT Testing (PE Coach)
Supplies	-	\$2,871.60	0061-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	School Supplies such as journals, pencils, pens, binders, crayons, etc. to support learning in the classroom
Non Clsrn Tchr Hrly	-	\$2,000.00	0061-30100-00-1957-2100-0000-01000-0000	Title I Basic Program	03	CELDT Testing (Teacher working off schedule)
Supplies	-	\$679.00	0061-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments and inservice supplies for parent events and meetings
Interprogram Svcs/Duplicating	-	\$900.00	0061-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	05	Parent Newsletters

Local Control Funding Formula Goals
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal: Release time for ILT members to plan Professional Development for PLCs to focus on EL and struggling students and the supplemental supplies needed to implement the Common Core standards for these students.</p> <p>Identified Need: Plan Professional Development for PLCs to focus on EL and struggling students and the supplemental supplies needed to implement the Common Core standards for these students.</p> <p>Target Group: Focus on EL and struggling students and the supplemental supplies needed to implement the Common Core standards for these students.</p> <p>Monitoring: Data analysis by staff to verify that the students are meeting standards.</p> <p>Personnel Responsible: ILT and administration</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal: Release time for ILT members to plan Professional Development for PLCs to focus on EL and struggling students and the supplemental supplies needed to implement the Common Core standards for these students.</p> <p>Identified Need: Plan Professional Development for PLCs to focus on EL and struggling students and the supplemental supplies needed to implement the Common Core standards for these students.</p> <p>Target Group: Focus on EL and struggling students and the supplemental supplies needed to implement the Common Core standards for these students.</p> <p>Monitoring: Data analysis by staff to verify that the students are meeting standards.</p> <p>Personnel Responsible: ILT and administration</p>
<p>Goal 3: Professional Development Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site</p>

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and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Release time for ILT members to plan Professional Development for PLCs to focus on EL and struggling students and the supplemental supplies needed to implement the Common Core standards for these students.

Identified Need:

Plan Professional Development for PLCs to focus on EL and struggling students and the supplemental supplies needed to implement the Common Core standards for these students.

Target Group:

Focus on EL and struggling students and the supplemental supplies needed to implement the Common Core standards for these students.

Monitoring:

Data analysis by staff to verify that the students are meeting standards.

Personnel Responsible:

ILT and administration

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor	0.2800	\$21,138.32	0061-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1	Provide emotional support for ALL learners and to monitor and help daily attendance of students. Additionally, run RTI meetings, 504s, and deployment groups.
Supplies	-	\$312.05	0061-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Instructional Supplies - journals, pencils, pens, binders, crayons, etc.
Prof&Curriclm Dev Vist Tchr	-	\$5,000.00	0061-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Release time for ILT members to plan Professional Development for PLCs

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)



Chesterton Elementary
TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Chesterton has developed a written Title I parental involvement policy with input from Title I parents. In November, a parent coffee was held to go over how Title I funds are spent at the school site and we talked about the importance of the Title I parental involvement policy. Additionally, we ensured that parent voices were held as we composed the document.

It has distributed the policy to parents of Title I students.

A copy of the policy was printed and distributed to all families

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at **Chesterton**, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - Our first Parent Coffee covers our Title I requirements and informs parents about their rights to be involved in the Title I program
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - We provide on Morning and Afternoon meeting a month
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy. **
 - Parent voices are heard and recognized through Parent Coffees, PTA, and SGT/SSC Meetings
- The school provides parents of Title I students with timely information about Title I programs.
 - All information is given at the beginning of the school year
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - All assessments and data are discussed at the first Parent Coffee of the school year
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
 - We have monthly SGT/SSC, PTA, and Parent Coffees

****It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.***

*****The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]***

School-Parent Compact

Chesterton distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities
- Chesterton has developed a written Title I parental involvement policy with input from Title I parents. In November, a parent coffee was held to go over how Title I funds are spent at the school site and we talked about the importance of the Home-School compact. Additionally, we ensured that parent voices were held as we composed the document.

Building Capacity for Involvement

Chesterton engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - All information is given at the beginning of the school year
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
 - All information is given at the beginning of the school year
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
 - All information is given at the beginning of the school year
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Our Parent-to-Parent workshops work closely with our Title I Parental Involvement Program
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - All information is translated into Spanish and Vietnamese
- The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Chesterton provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. All information is given at the beginning of the school

APPENDIX B**HOME/SCHOOL COMPACT**

(Provided by the School Site)

SAN DIEGO CITY SCHOOLS HOME/SCHOOL COMPACT

Chesterton Elementary School and the parents of the students participating in activities, services and programs funded by Title I, part A of the Elementary and Second Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2015-2016.

School Responsibilities

Chesterton Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
 - We will set high expectations for student learning and use a variety of teaching strategies to motivate, encourage and support all students.
 - We provide an enriching academic program based on standards.
 - We provide timely feedback on student work.
 - We provide a safe and positive atmosphere for learning consistent with our site Code of Conduct.
 - We seek out and provide additional resources, such as individual instruction, small group instruction, tutoring, etc., to meet students' special academic needs.
 - We advocate for our students' non-academic needs.
 - We provide after school programs focused on giving extra support in reading when available.

2. Parent/Teacher Conferences
 - For all: November
 - For those in need: March

3. Reports on student progress
 - Report Cards: No later than November
March

 - For those in need: Written reports or verbal contacts regarding behavior, completion of class work, etc. is done in various forms when deemed necessary.

4. Reasonable access to staff/school
 - We provide a welcoming environment for students, families and community members.
 - Staff members may be contacted by telephone or by e-mail.
 - We invite all stakeholders to actively participate in site decision making by participating on the School Site Council (SSC), Governance Team, PTA, needs surveys, etc.
 - A monthly newsletter, the "Chesterton Express" is printed and distributed monthly.

- The Chesterton website (www.sandi.net/chesterton) is available to all.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
- Parents and family members are invited to volunteer by assisting during class field trips, special classroom activities as well as assist with class work. (Volunteers must be cleared through San Diego Unified School District’s volunteer guidelines prior to participating.)
 - We provide the opportunity for parents to volunteer during “Teachers Troopers” on Tuesday mornings at 8:00 a.m.
 - Parents have the right to visit their child’s classroom to observe and assist with activities. The time and date of the visitation must be arranged in advance.

Parent Responsibilities

We, as parents, will support our child’s learning by:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount/type of television my child watches.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my child’s education.
- Attending scheduled parent/teacher conferences and Open House.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, Parent Teacher Association (PTA) or other school advisory groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California’s high standards by:

- Doing my homework every day and asking for help when I need it.
- Reading as specified by the classroom teacher every day outside of school time.
- Giving to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District								
Site: 0061 Chesterton Elementary								
As of Date 04-06-2015								
Extended Summary								
	0000 Discretionary Alloc		09800 LCFF Intervention Support		30100 Title I Basic Program		30103 Title I Parent Involvement	
Name	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		41,234.00		34,904.00		44,035.00		1,579.00
		41,234.00		34,904.00		44,035.00		1,579.00
		-		-		-		-
2605 School Counselor	-	-	0.28	21,138.32	0.12	9,059.28	-	-
1170 Prof&Curriclm DevHrlyClstrmTchr		3,500.00		-		-		-
1192 Prof&Curriclm Dev Vist Tchr		300.00		5,000.00		23,000.00		-
1957 Non Clstrm Tchr Hrly		-		-		2,000.00		-
2251 Custodian Hrly		700.00		-		-		-
2281 Other Support Prsnl PARAS Hrly		600.00		-		-		-
2451 Clerical OTBS Hrly		500.00		-		-		-
2951 Noon Supervision		5,000.00		-		-		-
Employee Benefits		2,163.14		8,453.63		7,104.12		-
4203 Reference Books		600.00		-		-		-
4301 Supplies		12,620.86		312.05		2,871.60		679.00
4491 Equipment Non Capitalized		2,500.00		-		-		-
5614 Lease of Printer/Duplicator		9,500.00		-		-		-
5721 Interprogram Svcs/Duplicating		1,250.00		-		-		900.00
5733 Interprogram Svcs/Paper		2,000.00		-		-		-

APPENDIX D

2014-15 SPSA ADDENDUM

Chesterton

Area Goals for 2014-15 SY	
English Language Arts:	By June 15, 2015, 71 % of Chesterton Elementary Students, Grades 2-5 will perform at Proficient level on site-developed/identified common formative assessments , increasing from 67.6 % to 71 % , a gain of 3.40 %
Mathematics	By June 15, 2015, 81.5 % of Chesterton Elementary Students, Grades 2-5 will perform at proficient or advanced level on site-developed/identified common formative assessments , increasing from 79.5 % to 81.5 % , a gain of 2.00 %
English Language Development	By 06/15/2015, 69 % of Chesterton Elementary English Learners Enrolled in School in the United States 12 Months or More, Grades 2-5 will perform at proficient or advanced level on site-developed/identified common formative assessments , increasing from 66 % to 69 % , a gain of 3.00 %
Graduation/Promotion Rate	By 06/15/2015, 68 % of Chesterton Elementary Grade 05, Students will perform at Fountas & Pinnell/DRA Level of T/44 or above level in Fountas and Pinnel, increasing from 63 % to 68 % , a gain of 5.00 % By 06/15/2015, 66 % of Chesterton Elementary Grade 03, Students will perform at Fountas & Pinnel/DRA Level of P/38 or above level in Fountas and Pinnel , increasing from 62 % to 66 % , a gain of 4.00 %
Parent Involvement and Community Engagement	By 06/15/2015, 95 % of Chesterton Elementary Parents/Guardians will perform at in one participation in after school academic events or parent meetings level in Parent and Community Engagement

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model on the following four pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	FTE	TOTAL	FTE	TOTAL	Rationale
		43,678.00		1,337.00	
2040 Inschool Resource Tchr	0.09	7,224.39	-	-	Necessary for CELDT testing and compliance
2605 School Counselor	0.28	21,475.41	-	-	Provide socio/emotional support for ALL students
Employee Benefits		9,310.73			Benefits for School counselor and inschool resource teacher
4301 Supplies		5,667.00		737.00	Classroom supplies as essential for core instruction for all students
5721 Interprogram Svcs/Duplicating		-		600.00	Newsletters and other resources for Parent Involvement

APPENDIX E

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**



APPENDIX E

School Name: Chesterton Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	\$44,035.00
Enter Total Allocation: Resource 30106	\$0.00
Sum or Resources 30100 & 30106	\$44,035.00
10% allocation needed for PD	\$4,403.50

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	PLC time for teachers to meet 6 days a year to plan and collaborate English Language Arts and Math lessons that support ALL students. Monitoring reading levels and strategically planning interventions for struggling learners.	\$23,000.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$23,000.00
10 % allocation has been met			YES