

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT CHESTERTON ELEMENTARY SCHOOL

**2020-21**

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:** Guarino, Michelle

**Contact Person:** Guarino, Michelle

**Position:** Principal

**Telephone Number:** (858) 496-8070

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

**E-mail Address:** mguarino@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval: 12/15/2020**

**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.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: **Chesterton**

**DUE: October 5, 2020**

SITE CONTACT PERSON: **Michelle Guarino**

PHONE: 858-496-8070

FAX: (858) 571-5766

E-MAIL ADDRESS: **mguarino@sandi.net**

**Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):**

Title 1 Schoolwide Programs (SWP)     CSI School

**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:**

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. 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.
3. 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 THE PRESENTATION TO SSC:**

- |  |                               |
|--|-------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)              | Date of presentation: 9/28/20 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____   |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____   |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                             | Date of presentation: 9/28/20 |
| <input type="checkbox"/> Other (list): _____   | Date of presentation: _____   |

4. 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.
5. 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: September 28, 2020

**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.**

Michelle Guarino \_\_\_\_\_

/s/ Michelle Guarino \_\_\_\_\_

Type/Print Name of School Principal

Signature of School Principal / Date

Kristi Ramos \_\_\_\_\_

/s/ Kristi Ramos \_\_\_\_\_

Type/Print Name of SSC Chairperson

Signature of SSC Chairperson / Date

in progress \_\_\_\_\_

in progress \_\_\_\_\_

Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

Christina Casillas \_\_\_\_\_

*Christina Casillas*      11/17/20

Type/Print Name of Area Superintendent

Signature of Area Superintendent / Date

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

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title I schoolwide program. The staff at Chesterton Elementary strives for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, staff at Chesterton work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to a high-quality education that includes rigorous lessons that are standards-based.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**STAKEHOLDER INVOLVEMENT (REQUIRED)**

At Chesterton, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, PTA, and staff meetings held throughout the year. This year, our SSC team met to review the 2020-2021 SPSA and voted to approve all updates and revisions. Our ELAC committee is functioning within our SSC committee.

September 28, 2020 - The SSC/ELAC committee meeting was held.

January 27th, 2019 -SSC reviewed budget

February 10th, 2019 -SSC approved 2020-21 Budget

May 18, 2020 -SSC meeting to review data

October 26th, 2020 -SSC review and approve SPSA

SGT Meeting September 28, 2020

**RESOURCE INEQUITIES**

Chesterton's root cause analysis involved examining data from 2018-19 CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2019-20 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate overall growth in the area of ELA.

The 2016-2017 3rd grade student group met or exceeded grade-level standards at 68% (ELA) and 79% (Math). The same group of students moved up to 4th grade in 2017-2018 and their performance in met or exceeded was at 66% (ELA) and at 69% (Math). During the 2018-2019 school year, their performance in ELA met or exceeded grade-level standards was at 80% (ELA) and 82% (Math). This specific group of students grew 18 percentage points in ELA and 3% in Math.

The 2017-2018 3rd grade student group met or exceeded grade-level standards at 65% (ELA) and 67% (Math). When this group of students moved to 4th grade in the 2018-19 school year, their performance at the met or exceeded grade-level standards was at 48% (ELA) and 47% (Math). This is a 17% drop in ELA and a 20% drop in Math. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

The school's overall data for the 2017 school year indicates 68.8% of 3rd-5th-grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 66.3% of 3rd-5th-grade students met or exceeded grade-level standards in ELA. There was a slight gain of .7% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates there is an achievement gap with students who are socioeconomically disadvantaged. Over 57% of Chesterton's student population is considered socioeconomically disadvantaged.

Because of this focus, there are inequities in the area of math. When examining the groups of students as they move from 3rd to 5th grade both groups of students dropped in met or exceeded grade-level standards. The overall school data indicates a small percentage growth from 2014 (21.6%) to 2018 (26.4%). This is a slight gain of 4.8% in math. To support student progress in both ELA and Math, professional development will focus on studying and gaining an in-depth understanding of critical concepts (teachers will participate in monthly PLCs; strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a bi-weekly basis in order to strategically target skills deficits in both ELA and Math.

Based on the 2018-19 California Dashboard, there are also inequities in the areas of chronic absenteeism, with students of two or more colors in the red band, white, African American, and socioeconomically disadvantaged students in the orange band. The school community has done extensive work in IMTSS and have put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, and certificated staff to monitor attendance and social-emotional needs. There will be consistent home visits and communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment. Chesterton community will continue to implement PBIS and IMTSS school-wide to cultivate a positive school culture for all stakeholders.

Resource inequities exist in three areas: materials, support staff, and professional learning.

**Materials:**

A common, proven, and comprehensive curriculum lays the foundation for high quality teaching and learning. Although many programs claim to be comprehensive, there is often the need for additional materials that target the needs of specific populations such as English Learners and Students with Disabilities. Currently, we have a guaranteed and viable curriculum for Language Arts/ELD (Benchmark Advance) and Mathematics (Envision and Engage NY) which serve to target Tier 1 instruction. For Tier 2 and 3 intervention/support, we also utilize online curriculum programs such as ST Math, and RazKids. However, we feel that we do not have appropriate materials in Mathematics for our students with disabilities or students in Tier 3.

**Support Staff:**

Targeting the needs of the whole child requires a "village". Teachers and one administrator are hard-pressed to meet the social-emotional, health, and instructional needs of students without additional support systems in place. Many of our students come to school carrying the burden of many issues associated with high poverty environments (e.g., traumatic events). The social-emotional needs of our population greatly affect learning; therefore, we fund our counselor for four days because this position is funded by the district for one day. Over the years that we have funded a full-time counselor, we have seen many benefits, which are reflected in our school climate and academic performance. However, the funding support staff is very expensive and therefore takes away from our ability to fund in other areas. Every year stakeholders weigh the pros and cons of where we spend our monies and have made the decision to continue funding two additional days of counseling, however, if this position were either fully funded or funded at a higher rate, we would then be able to purchase other materials and professional learning.

Currently, we fund a classroom teacher who works with English Learners compliance. Additionally, we fund a library tech so each student gets another dose of a read-aloud and ensures a library book to borrow for the week. Nevertheless, the high needs of our population would benefit from additional support staff who might work with students who are also struggling in mathematics.

**Professional Learning**

Professional learning is meant to increase an educator's knowledge base and/or teaching skills. As society changes, so must education; therefore, ongoing professional development is necessary. The amount of professional learning time at the school site (2 hours a month) is insufficient given the many needs we have as well as having to use some of that time for required activities such as ELPAC training. Some professional learning takes place during PLC time but this is also limited, as the majority of time must be spent on data analysis, instructional planning, and discussing specific student needs. Setting funds aside for visiting teachers for professional learning and registration fees is a costly endeavor. As a result, when deciding how to use the funds for visiting teachers, stakeholders feel that having PLCs should take precedence, which leaves very little to no funds for other professional learning activities.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Betina Gonzales	Parent
Jennifer Debukarte	Parent
Melody Hobday	Parent
Candice Powell	Parent
Tiffany McMann	Parent
Michelle Guarino	Principal
Tracy King	Classroom Teacher
Sharon Miller	Classroom Teacher
Kristi Ramos	Classroom Teacher
Rick Koenig	Other Staff

**GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

**District LCAP Goals**

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

**Annual Review of This Goal: SPSA Reviewed 2019-20**

**\*Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

To address chronic absenteeism at Chesterton, our approach includes on-going, collaborative monitoring of attendance, regular communication with families, implementation of incentive systems, and practices to foster connection and inclusion, within the classroom and across the school community. We have monthly attendance meetings to review student absences and address chronic attendance issues. In order to help create an environment where ALL students feel connected, the school counselor meets with the IMTSS team to discuss the academic, behavioral, and social emotional needs of students and identify ways to meet said needs. The counselor also supports school wide programs to promote kindness and prevent bullying.

**\*Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

COVID-19 negatively affected Chesterton's data collection systems and supports when school closed on March 13th, 2020. Any further data collection was based on a change of criteria deeming a student late or absent potentially affecting the final data. The comparison of the 18-19 data to 19-20 targets is also potentially affected due to the changes in the criteria for attendance monitoring. While IMTSS of support continued, they were significantly modified due to the online learning environment. Schoolwide kindness initiatives and bullying prevention practices were halted due to COVID-19.



**\*Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to COVID-19, connection and inclusion is more important than ever in creating a safe and inclusive culture for our students. Last year, teachers started the Responsive Classroom practice of Morning Meetings and these meetings are now implemented TK-5 across campus to help ensure daily synchronous whole group student connection. With new attendance procedures starting out the 2020-21 school year in an online learning environment, we will restart our regular attendance meetings, making them bimonthly until we return to a brick and mortar environment. This will help us better monitor attendance during these unprecedented circumstances.

**\*Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5	feel connected to the school	40	70	CAL-SCHLS (CHKS)	annual
June 2021	TK - 5	Attendance - All students	97.22	98.22	Attendance	bimonthly
June 2021	Tk-5	Connection & inclusion	2.3%	1.3%	Suspension	Annually

**\*Identified Need**

Data from the 2018-19 CHKS shows that 40% of students feel they meaningfully participate in their school. We would like to increase this percentage to 70%

Chronic Absenteeism data for 2018-19 shows that our shows that the following subgroups were either in the orange or red based on the California Dashboard:

Red - Two or More Races, Orange - African American, White, and Socioeconomically Disadvantaged.

**\*Online Learning Implications**

- Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
- SDUSD's on-site learning option offers students access to daily in-person instruction, designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
- Social-emotional Learning and Restorative Justice Practices
- Culturally Responsive -Sustaining Practices
- Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.

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- Schools will continue wellness efforts via school wellness coordinators.
- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

### Attendance/Chronic Absenteeism related

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black or African American	reduce chronic absenteeism	10%	5%	Chronic Absenteeism	Annually
June 2021	TK-5	Two or More Races	reduce chronic absenteeism	21%	11%	Chronic Absenteeism	Annually
June 2021	TK-5	English Learner	reduce chronic absenteeism	4.3%	2%	Chronic Absenteeism	Annually
June 2021	TK-5	White	reduce chronic absenteeism	8.3%	4%	Chronic Absenteeism	Annually
June 2021	TK-5	Socioeconomically Disadvantaged	reduce chronic absenteeism	9.7%	5%	Chronic Absenteeism	Annually
June 2021	TK-5	Students with Disabilities	reduce chronic absenteeism	10.6%	5%	Chronic Absenteeism	Annually
June 2021	TK-5	Two or More Races	reduce suspensions	2.3%	1.3%	Suspension	Annually

**Counselor Support for Attendance**

**\*Students to be served by this Strategy/Activity**

All students will be served by this strategy including the subgroups consisting of African American and 2 or more races.

**\*Strategy/Activity - Description**

**COUNSELOR/Military Family Life Counselor (ATTENDANCE)**

For the attendance goal, the counselor facilitates and/or participates the following:

- Attendance groups
- Monthly Attendance meetings
- Home visits
- Attendance Incentives
- phone calls to monitor attendance

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00611M	School Counselor	0.10000	\$8,707.20	\$12,554.32	0061-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Counselor providing a home school connections through phone calls and home visits. The counselor will work with the attendance committee to monitor chronic absenteeism.

**\*Additional Supports for this Strategy/Activity**

1. Monthly Attendance meetings, which include the administrator, counselor, attendance clerk, and health tech. At these meetings, we review student absences and decide on a plan of action for students who are showing chronic attendance issues.
2. Incentives are reviewed and decided upon during these meetings.

**Counselor Support for School Wide Behavior Initiatives**

**\*Students to be served by this Strategy/Activity**

All students will be served by this strategy including the subgroups consisting of African Americans and 2 or more races.

**\*Strategy/Activity - Description**

**COUNSELOR (SCHOOL CONNECTEDNESS)**

In order to target the school connectedness goal, the counselor facilitates the following activities on a school-wide basis:

- Kindness week
- Bullying prevention lessons

## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
F00611N	School Counselor	0.20000	\$17,414.40	\$25,108.69	0061-30100-00-1210-3110-0000-01000-0000	Title I Basic Program			Counselor will work with at-risk students and groups to support increased attendance and to enhance the school's positive, inclusive, safe, and collaborative culture.
	School Counselor				0061-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F00611M	Counselor will work with at-risk students and groups to support increased attendance and to enhance the school's positive, inclusive, safe, and collaborative culture.

- \*Additional Supports for this Strategy/Activity**
1. The counselor will meet with students who need support based on traumatic experiences individually or in a small group.
  2. The counselor will work with students and IMTSS Team to help determine academic, behavioral, and social-emotional needs

## Goal 2 - English Language Arts

### Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation-Teachers received professional development in the following areas related to English Language Arts

- Quality Tier I Instruction (The Gradual Release of Instruction, using data the moment to inform instruction, clarity of purpose and learning targets)
- PLC (Student-centered data decision-making, alignment of task and the SDUSD Critical Concepts, and Learning Targets and Success Criteria)
- Instructional Strategies (Balanced literacy structure, guided reading focus to differentiate support during Tier I Instruction)

#### Outcomes/Effectiveness

- SBAC ELA scores increased **7%** (2017-2018 **66.3%** to 2018-2019 **67%**)
- SBAC EL ELA Scores increased **4%** (2017-2018 **32%** to 2018-2019 **36%**)
- SBAC SWD ELA Scores increased **10.8%** (2017-2018 18.2%to 2018-2019 **29%**)

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major difference occurred.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In the 2019-2020 school year, we started piloting Integrated Multiple Tiered Systems of Support (IMTSS)  
We expect that IMTSS will give us a whole child perspective in giving more useable data that will assist teachers in better understanding the strengths and needs of all students so that they are able to adapt their instruction accordingly.

**\*Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	Meets or Exceeds the Standard	67	77	CAASPP ELA	Annually
June 2021	TK - 5	Meets or Exceeds Grade-Level Expectations	68.4	78.4	DRA 2	Annually

**\*Identified Need**

**The following data served as the basis for our goals:**

- Data shows that **68.4%** of students (TK - 5) were reading at or above grade level on the Developmental Reading Assessment 2.
- Gr 3-5 data shows that **67%** of students were meeting or exceeding standards on the SBAC.
- Students with disabilities in TK-5th end of year DRA data shows that **36.2%** were reading at grade level
- Students with disabilities SBAC data shows that **29%** in grades 3-5 met standard on the SBAC.
- For English Learners, end of year data shows that **42.7%** were at or above grade level on the DRA in grades TK-5th
- For English Learners, SBAC data shows that **36%** in grades 3-5 met or exceeded the standard.

**\*Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	TK - 5th	Students with Disabilities	Will increase the percentage of students at or above grade-level	36	46	DRA 2	Annually
June 2021	3rd - 5th	Students with Disabilities	Will increase the amount of students meeting or exceeding the standards	29	39	CAASPP ELA	Annually
June 2021	TK - 5th	English Learner	Will increase the percentage of students at or above grade-level	43	53	DRA 2	Annually
June 2021	3rd - 5th	English Learner	Will increase the amount of students meeting or exceeding the standards	36	46	CAASPP ELA	Annually
June 2021	TK - 5	Black or African American	Will increase the amount of students meeting or exceeding the standards	50	60	DRA 2	Annually
June 2021	3rd - 5th	Black or African American	Will increase the amount of students meeting or exceeding the standards	50	60	CAASPP ELA	Annually

**PLC Planning**

**\*Students to be served by this Strategy/Activity**

All Students

**\*Strategy/Activity - Description**

**GRADE LEVEL COLLABORATIONS/PLC**

Visiting teachers are funded so that teachers are released for half a day with their grade level each month (8 months). During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0061-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 6 - Supporting Black Youth   Ref Id : N006120	Sub release for on/off-site trainings, professional developments, or PLCs
	Prof&Curriclm Dev Vist Tchr				0061-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Goal 6 - Supporting Black Youth   Ref Id : N006191	Sub release for on/off-site trainings, professional developments, or PLCs

**TK-3 Intervention**

**\*Students to be served by this Strategy/Activity**

English Learners and Struggling Readers

**\*Strategy/Activity - Description**

A resource teacher is being funded to work with small intervention groups (TK - 3), which target English Learners (newcomers and at-risk LTELs) and struggling readers needing more intensive support in language arts and ELD.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Retired Clsrm Teacher Hrly				0061-30106-00-1189-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 4- Supporting English Learners   Ref Id : N00616U	Intervention teachers works with small groups of students who are English Learners and struggling readers.



<b>4/5 Intervention</b>									
<b>*Students to be served by this Strategy/Activity</b>									
English Learners and Struggling Readers									
<b>*Strategy/Activity - Description</b>									
Teachers in Grades 4/5 will work with small intervention groups which target English Learners (newcomers and at-risk LTELS) and struggling readers needing more intensive support in language arts and ELD an hour after school two times a week.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0061-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 4- Supporting English Learners   Ref Id : N00615X	4th and 5th grade teachers will tutoring English Learners and Struggling Readers in small intervention groups after school.
<b>Supplemental Materials</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All Students									
<b>*Strategy/Activity - Description</b>									
<b><u>INSTRUCTIONAL SUPPLIES</u></b>									
Instructional supplies include basic classroom needs such as writing utensils, paper, and other items, which facilitate instruction and completion of assigned academic tasks.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0061-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners   Ref Id : N006190	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Language Arts.
	Supplies				0061-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 4- Supporting English Learners   Ref Id : N00619U	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Language Arts.
	Supplies				0061-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 6 - Supporting Black Youth   Ref Id : N0061A8	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Language Arts.

## Goal 3 - Mathematics

### Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### Implementation

- Teachers in grades TK-5 utilized the Envision Math program
- Students utilized the ST Math online program

#### Outcomes?

- 64% percent of students in gr. 3-5 met or exceeded standard on SBAC
- 32% of ELs in gr. 3-5 met or exceeded standard on SBAC
- 29% of students with disabilities in gr. 3-5 met or exceeded standard on SBAC
- 66% of third-graders met or exceeded the standards on SBAC

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences occurred

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes.							
<b>*Goal 3 - Mathematics</b>							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3-5	Meet or Exceed	64%	74%	CAASPP Math	Annually	
June 2021	TK-5	Meet or Exceed	baseline	50%	End of Course Exams	Bi-Annually	
<b>*Identified Need</b>							
The following data served as the basis for our goals:							
<ul style="list-style-type: none"> <li>- Sixty-Four Percent of students in gr. 3-5 met or exceeded standard on SBAC</li> <li>- Thirty-two percent of ELs in gr. 3-5 met or exceeded standard on SBAC</li> <li>- Twenty-Nine percent of students with disabilities in gr. 3-5 met or exceeded standard on SBAC</li> </ul>							
<b>*Online Learning Implications</b>							
<ul style="list-style-type: none"> <li>-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.</li> <li>-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.</li> <li>- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.</li> <li>-Structures and digital tools to support student collaboration</li> <li>-Flexibility for teachers to provide both whole group, small group and individual instruction</li> <li>-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery</li> <li>-Professional development for educators</li> <li>-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners</li> <li>-Standards-Based Grading</li> </ul>							
<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Will Meet or Exceed the Standard	32%	47%	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Will meet or Exceed the Standards	29%	44%	CAASPP Math	Annually

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June 2021	3-5	Black or African American	Will meet or Exceed the Standards	baseline	50%	CAASPP Math	Annually
June 2021	TK-5	English Learner	Will meet or Exceed the Standards	baseline	50%	End of Course Exams	Annually
June 2021	TK-5	Students with Disabilities	Will meet or Exceed the Standards	baseline	50%	End of Course Exams	Annually
June 2021	TK-5	Black or African American	Will meet or Exceed the Standards	baseline	50%	End of Course Exams	Annually

### PLC Planning

#### \*Students to be served by this Strategy/Activity

ALL STUDENTS

#### \*Strategy/Activity - Description

#### GRADE LEVEL COLLABORATIONS/PLC

Visiting teachers are funded so that teachers can meet in 1/2 day grade-level collaboration each month (8 months). During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0061-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 6 - Supporting Black Youth   Ref Id : N006120	Sub release for on/off-site trainings, professional developments, or PLC
	Prof&Curriclm Dev Vist Tchr				0061-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Goal 6 - Supporting Black Youth   Ref Id : N006191	Sub release for on/off-site trainings, professional developments, or PLC

<b>Supplemental Materials</b>									
<b>*Students to be served by this Strategy/Activity</b>									
ALL STUDENTS									
<b>*Strategy/Activity - Description</b>									
<b><u>INSTRUCTIONAL SUPPLIES</u></b>									
Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials as necessary for mathematics.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
	Supplies				0061-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners   Ref Id : N006190	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Mathematics
	Supplies				0061-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 4- Supporting English Learners   Ref Id : N00619U	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Mathematics
	Supplies				0061-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 6 - Supporting Black Youth   Ref Id : N0061A8	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Mathematics

## Goal 4- Supporting English Learners

### Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### IMPLEMENTATION

In 2018-2019 school year, teachers were given professional development on Tier I Instructional Practices. Within this training, high-quality gradual release of instruction was the focus in the effort to support not only English Learners but all students. Within the gradual release of instruction, small group support was also a focus, which included front loading and back loading instruction for English Learners (Integrated ELD). Teachers also selected English Learners to focus on when collecting data. Teachers were expected to bring formative assessment and student work that English Learners produce. The data from the formative assessments and student work were also analyzed to determine the next steps in instruction. A retired teacher supported students further by pulling out students in small group intervention. As the teachers were released for PLC, they used the data to not only inform instruction but to guide the collaborative discussions during the guided practice phased of the Gradual Release Model.

#### EFFECTIVENESS

- Due to the significant changes in the scale score ranges for the ELPAC, we cannot do a year-to-year comparison. CDE recommends using 18-19 as the baseline (not 17-18).
- The following data shows the percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC:
- In Gr. 1, **92 %**( 11/12) of ELs tested at Level 3 or above. One student below expected proficiency.

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- In Gr. 2, **100 %**( 17/17) of ELs tested at Level 2 or above. Zero students below expected proficiency.
- In Gr. 3, **64%** (7/11) of ELs tested at Level 3 or above. Four students below expected proficiency.
- In Gr. 4, **18 %**( 2/11) of ELs tested at Level 4 and may be eligible for reclassification. Two students below expected proficiency.
- In Gr. 5, **29%** (2/7) of ELs tested at Level 4 and are eligible for reclassification. One student below expected proficiency.

Reclassification data shows that we were able to reclassify **74%** (23/31) of our eligible candidates for reclassification in 18-19.

Our RFEP data on SBAC shows a growth of **5.7%** between 2018 and 2019 from 78.4% to 84.1% RFEP meeting or exceeding standard. The strength of this data along with the number of students meeting or exceeding the standards (**84.1%**) tells us that we are doing a good job of reclassifying students at the right time.

### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes

### \*Integrated English Language Development

- English Learners will be closely monitored for growth on assessments.
- During grade level collaborations, the agenda will include time for discussion about and planning for integrated ELD.

### \*Designated English Language Development

- Teachers will use data and plan to adjust lessons from Benchmark Education aligned to the State Standards as well as ELD standards.
- Designated ELD will be on the daily schedule.
- During grade level collaborations, the agenda will include discussion about and planning for designated ELD.
- English Learners will be closely monitored for growth on assessments.

<b>*Goal 4 - English Learners</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3-5	English Learner	Meet or Exceed the Standard	36	46	CAASPP ELA	Annually
June 2021	TK-5	English Learner	Meet or Exceed the Standards on Site Created Common Formative Assessments	0	50%	Other (Describe in Objective)	Monthly
<b>*Identified Need</b>							
<p>- The following data shows the percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC:</p> <ul style="list-style-type: none"> <li>- In Gr. 1, <b>92%</b> (11/12) of ELs tested at Level 3 or above. One student below expected proficiency.</li> <li>- In Gr. 2, <b>100%</b> (17/17) of ELs tested at Level 2 or above. Zero students below expected proficiency.</li> <li>- In Gr. 3, <b>64%</b> (7/11) of ELs tested at Level 3 or above. Four students below expected proficiency.</li> <li>- In Gr. 4, <b>18%</b> (2/11) of ELs tested at Level 4 are eligible for reclassification. Two students below expected proficiency.</li> <li>- In Gr. 5, <b>29%</b> (2/7) of ELs tested at Level 4 and are eligible for reclassification. One student below expected proficiency.</li> </ul> <p>Reclassification data shows that we were able to reclassify <b>74%</b> (23/31) of our eligible candidates for reclassification in 18-19.</p>							
<b>*Online Learning Implications</b>							
<ul style="list-style-type: none"> <li>-District will provide students with targeted small group support through a push-in integrated model.</li> <li>-The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.</li> <li>-Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.</li> <li>- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.</li> <li>-Online professional development modules with iELD (integrated English Language)</li> <li>-</li> </ul> <p>The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)</p> <ul style="list-style-type: none"> <li>-These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.</li> <li>-Direct instruction for how English works, the Office of Language Acquisition will implement direct instruction for comprehension activities, and participation activities.</li> </ul>							



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Formative assessment data will be collected, analyzed and feedback given to students.  
 Professional development will also be offered to teachers across the district serving this English Learner group  
 The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.  
 This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	English Learner	Increase Percent of Reclassified Students	74	95	Other (Describe in Objective)	Annually

**Tier II Intervention**

**\*Students to be served by this Strategy/Activity**

English Learners

**\*Strategy/Activity - Description**

An Intervention teacher is being funded to work with small intervention groups (TK - 5), which target English Learners needing more intensive support in language arts and ELD. Specifically he will work with at-risk LTELs and newcomers. Additionally, 4th and 5th Grade Teachers are working with small intervention groups of students who are English Learners and struggling readers after school.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00612	Non Clsrn Tchrr Hrly		\$4,000.00	\$4,891.60	0061-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supporting English Learners parents and student in understanding ELPAC, SPSA, and other informational items.
N00615X	Classroom Teacher Hrly		\$9,838.40	\$12,031.39	0061-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			4th and 5th grade teachers will tutor English Learners and struggling readers in small intervention groups after school
N00616U	Retired Clsrn Teacher Hrly		\$18,617.28	\$22,767.07	0061-30106-00-1189-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			Intervention teacher works with small intervention groups of students who are English Learners and struggling readers.

**PLC Planning**

**\*Students to be served by this Strategy/Activity**

English Learners

**\*Strategy/Activity - Description**

**VISITING TEACHERS**

Grade Level Professional Learning Communities occur either eight 1/2 days or four full days during the year:

Once a week, during the YMCA PLAY Program (50 minutes release once a week)

During this time, teachers will review both Designated and Integrated ELD data as well as data in all content areas for English Learners. After reflecting on the data, teachers will collaborate to determine the next steps in instruction for English Learners. Furthermore, teachers will determine the need for intervention for English Learners as well.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0061-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 6 - Supporting Black Youth   Ref Id : N006120	Sub release for on/off-site trainings, PD, and PLCs
	Prof&Curriclm Dev Vist Tchr				0061-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Goal 6 - Supporting Black Youth   Ref Id : N006191	Sub release for on/off-site trainings, PD, and PLCs

**Supplemental Materials**

**\*Students to be served by this Strategy/Activity**

English Learners

**\*Strategy/Activity - Description**

**SUPPLEMENTAL MATERIALS**

Funds will be utilized to purchase supplemental materials that will enhance ELD instruction.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00614J	Supplies		\$693.00	\$693.00	0061-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement			Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Designated and Integrated English Language Development.
N006190	Supplies		\$6,689.00	\$6,689.00	0061-09800-00-4301-1000-1110-	LCFF Intervention	English Learners		Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of

## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					01000-0000	Support			assigned tasks. Supplemental materials for Designated and Integrated English Language Development.
N00619U	Supplies		\$3,582.00	\$3,582.00	0061-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Designated and Integrated English Language Development.

## Goal 5 - Supporting Students with Disabilities

### Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.  
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the 2018-2019 school year, 29% of Students with Disabilities met or exceeded the standards in CAASPP in ELA.

In the 2018-2019 school year, 29% of Students with Disabilities met or exceeded the standards in CAASPP in Math.

Targets based on goals for the 2019-2020 school year could not be measured due to the cancelation of CAASPP for the 2019-2020 school year.

Education Specialist instruction will continue in the 20-21 school year.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As COVID-19 halted CAASPP assessments for the 2019-2020 school year, we will extend the growth targets from the 2019-2020 school year into the 2020-2021 school year.

The close of school due to COVID-19 affected the further implementation of Ed Specialist co-teaching during the 19-20 school year.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Scheduling by the Education Specialists will need to be reviewed to maximize opportunities for co-teaching. Teachers will need to spend more time in PLC with the Education Specialists to ensure co-teaching continues in the online virtual learning environment.

<b>*Goal 5- Students with Disabilities</b>						
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3-5	Increase the percentage of students meeting or exceeding the standard in ELA CAASPP	29	39	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting or exceeding the standards in Math CAASPP	29	39	Other (Describe in Objective)	Annually
June 2021	TK-5	Increase the percentage of students meeting or exceeding standards on Common Formative Assessments.	29	39	Other (Describe in Objective)	Monthly
<b>*Identified Need</b>						
29% of students with disabilities met or exceeded standard in ELA on CAASPP.						
29% of students with disabilities met or exceeded standard in Math on CAASPP.						
<b>*Online Learning Implications</b>						
<p>Implementation of IEP Services in Online Learning Setting</p> <p>Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).</p> <p>All students with IEP's have access to assistive</p> <ul style="list-style-type: none"> <li>-technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes</li> <li>-The integrated team will consist of general education teachers, educational specialists, related services providers and par educators.</li> <li>-All staff will be working as a team to support all students to accelerate their learning.</li> </ul>						

## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Subgroup</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	2-5	Students with Disabilities	Increase the Percentage of Students Meeting or Exceeding the Expectations in AReading (FAST) Assessment	Establishing Baseline During the 19-20 School Year	at or above 50% of the National Percentile	Other (Describe in Objective)	Annually

### Support Materials

**\*Students to be served by this Strategy/Activity**

Students with Disabilities

**\*Strategy/Activity - Description**

Instructional supplies may be purchased, which can be utilized to target the specific needs of students with disabilities.

**\*Proposed Expenditures for this Strategy/Activity**

<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
	Supplies				0061-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners   Ref Id : N006190	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks.
	Supplies				0061-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 4- Supporting English Learners   Ref Id : N00619U	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks.
	Supplies				0061-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 6 - Supporting Black Youth   Ref Id : N0061A8	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks.

<b>PLC Planning</b>									
<b>*Students to be served by this Strategy/Activity</b>									
Students with disabilities									
<b>*Strategy/Activity - Description</b>									
Education Specialists will co-plan with teachers during PLC time in the effort to calibrate and align instruction with the expectations of the California Core State Standards and the students' Individualized Educational Program. During the PLCs, the Education Specialist will analyze data informing the differentiated instructional support.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0061-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 6 - Supporting Black Youth   Ref Id : N006120	Sub/Release for on/off-site trainings, PDs, and PLCs
	Prof&Curriclm Dev Vist Tchr				0061-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Goal 6 - Supporting Black Youth   Ref Id : N006191	Sub/Release for on/off-site trainings, PDs, and PLCs
<b>*Additional Supports for this Strategy/Activity</b>									
<ul style="list-style-type: none"> <li>- A co-teaching model piloted in two classrooms this year. Special Education staff will push into these classrooms during Language Arts to provide small group instruction.</li> <li>- Small group support from education specialist and support staff will be in the form of push-in or pull-out groups.</li> </ul>									

**Goal 6 - Supporting Black Youth**

**Call to Action Belief Statement**

Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

**\*Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5	African American	Improve the percentage of students meeting or exceeding standards by 10% and thereby cut the existing achievement gap in half.	ELA - 35%	ELA - 41%	Grades	Every Trimester Grading Period
June 2021	TK - 5	African American	Improve the percentage of students meeting or exceeding standards by 10% and thereby cut the existing achievement gap in half.	Math - 40%	Math - 46%	Grades	Every Trimester Grading Period



**\*Goal 6 Supporting Black Youth - Additional Goals**

- ✓ 1. Beginning in the Fall of 2020, the Chesterton site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In the 2020-21 school year, Chesterton will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Chesterton will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Chesterton will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goals.
- ✓ 5. In the 2020-21 school year, Chesterton will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Chesterton is to maintain or increase the percentage of diverse educators from the current year to the following year.

**\*Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

We averaged the TK-5 Report Card 2, 3 and 4 ELA and Math grades for our Black youth from the 2019-20 school year, compared them to the same performance of the remaining student population, during the same time-period at Chesterton, and identified a discrepancy. Our Black youth were performing slightly below their peers in both ELA and Math. We will work together as a learning community to address this gap by raising the performance level of our Black youth.

**\*Online Learning Implications**

- Our district will continue to provide trauma informed care and resilience education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring students' needs are met in and out of the classroom, especially for those of high-risk.
- Culturally responsive-sustaining practices

**Professional Development Supporting Materials**

**\*Students to be served by this Strategy/Activity**

African American Youth

**\*Strategy/Activity - Description**

Provide teachers with instructional supplies and release time to engage in best practices, professional development in culturally responsive teaching practices, restorative practices, trauma-informed care, and PBIS.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N006120	Prof&Curriclm Dev Vist Tchr		\$8,300.00	\$10,150.07	0061-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Grade Level PLCs
N006191	Prof&Curriclm Dev Vist Tchr		\$8,300.00	\$10,150.07	0061-30100-00-1192-1000-1110-01000-0000	Title I Basic Program			Grade Level PLCs
N0061A8	Supplies		\$4,594.00	\$4,594.00	0061-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks.
	Supplies				0061-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners   Ref Id : N006190	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks.
	Supplies				0061-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 4- Supporting English Learners   Ref Id : N00619U	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks.

## **Goal 7 - Family Engagement**

### **Call to Action Belief Statement**

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### **District LCAP Goals**

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

### **Annual Review of This Goal: SPSA Reviewed 2019-20**

#### **\*Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### **IMPLEMENTATION**

In the SPSA, our goal was the implementation of effectively communicate with all parents regarding student progress. We did so through informal parent meetings, report cards, parent/teacher conferences.

We also stated that at least 80% of families would attend at least one school event. We reached out to parents via flyers, automated phone calls, school-wide emails, monthly calendars, verbal announcements by teachers, and our marquee. We also communicated all of the events in both English and Spanish.

In addition to the above, the school communicated via Social Media (Instagram, Facebook, school website)

In order to encourage participation in groups such as ELAC and SSC, we utilized funds for child-care expenses.

Parent communication was facilitated through funding for duplication services of items such as the yearly parent handbook and flyers for special events.

Parent workshops were enhanced through funding for basic supplies such as paper, writing utensils, books, and binders.

#### **EFFECTIVENESS OF STRATEGIES**

Goal: By June 2019, 100% (approx. 430 families) will receive information regarding the academic and citizenship progress of their children.

Actual: Based on the California Healthy Kids Survey, **83%** of our families attended a regularly scheduled parent-teacher conference with their child's teacher.

## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

**Goal:** By June 2019, 95% of Chesterton Elementary Parents/Guardians will attend at least one or more after school events or parent meetings to increase the milestones necessary for meaningful graduation.

**Actual:** Based on the California Healthy Kids Survey, **83%** of our families attended at least one or more after school event or parent meetings to increase the milestones necessary for meaningful graduation.

Attendance.

**Actual:** \*\*\*\*\*Note\*\*\*\*\* The Data gathered by the California Healthy Kids Survey is based on the question, "I have attended a school or class event." This question skews the data. We will use this data for the 20-21 school year based on this question. The actual baseline data is 56% of our parents attended a school or class event.

When considering further data in parental involvement, below are the scores, based on the percentage of parents strongly agreeing and agreeing combined based on the California Healthy Kids Survey.

- The school allows input and welcomes parents' contributions (Strongly Agree 56%, Agree 39%, Combined 95%)
- The school encourages me to be an active partner with the school in educating my child (Strongly Agree 61%, Agree 37%, and Combined 98%)
- The school actively seeks the input of parents before making important decisions (Strongly Agree 41%, Agree 43%, and Combined 84%)
- Parents feel welcome to participate in this school. (Strongly Agree 52%, Agree 43%, Combined 95%)
- School staff treat parents with respect (Strongly Agree 63%, Agree 35%, and Combined 98%)
- School staff take parent concerns seriously (Strongly Agree 53%, Agree 41%, and Combined 94%)
- School staff are helpful to parents (Strongly Agree 56%, Agree 41%, and Combined 97%)

When looking at the combined percentages of Strongly Agree (SA) and Agree, we can see that we have a very high percentage of parents who feel that we actively seek the input of parents before making important decisions (Strongly Agree 41%, Agree 43%, and Combined 84%)

We would like to see an increase in the category of Strongly Agree.

### **\*Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences

### **\*Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes

## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Goal 7- Family Engagement</b>					
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>
June 2021	Other (Describe in Objective)	Parents/guardians will fee that the school actively seeks the input of parents before making important decisions	84	94	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Parents/guardians will fee that the school actively seeks the input of parents before making important decisions	Strongly Agree 41%, Agree 43%, combined 84%	Strongly Agree 46%, Agree 48%, combined 94%	Other - Describe in objective
<b>*Identified Need</b>					
<p>When looking at the combined percentages of Strongly Agree (SA) and Agree, we can see that we have a very high percentage of parents who feel that we actively seek the input of parents before making important decisions (Strongly Agree 41%, Agree 43%, Combined 84%)</p> <p>We would like to see an increase in the category of Strongly Agree.</p>					
<b>*Online Learning Implications</b>					
<p>-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.</p> <p>-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.</p>					
<b>*Annual Measurable Outcomes</b>					
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>
June 2021	Other (Describe in Objective)	Parents/guardians will fee that the school actively seeks the input of parents before making important decisions	Strongly Agree 41%, Agree 43%, combined 84%	Strongly Agree 46%, Agree 48%, combined 94%	Other - Describe in Objective
<b>Increase Family Communication</b>					
<b>*Families to be served by this Strategy/Activity</b>					
ALL Families of Chesterton Elementary					
<b>*Strategy/Activity - Description</b>					
<b><u>FAMILY COMMUNICATION</u></b>					
<p>The school will encourage parent participation meetings/committees that elicit stakeholder input through effective communication strategies:</p> <p>- Monthly parent newsletters</p>					

- Monthly Pastries with the Principal
- Site developed communications will occur in Spanish and English
- Monthly school calendar
- Automated phone calls
- Marquee
- Flyers
- Announcements at Assemblies
- Verbal communication by teachers both formal and informal
- School Website
- Childcare at meetings so parents can attend to receive information and provide input.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00614U	Interprogram Svcs/Duplicating		\$800.00	\$800.00	0061-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement			Materials and supplies used to increase parental involvement.
N00619Y	Other Support Prsnl PARAS Hrly		\$150.00	\$199.20	0061-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement			Childcare to increase parent attendance at meetings so parents can actively participate to provide input and decision-making.
	Supplies				0061-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement		Goal 4- Supporting English Learners   Ref Id : N00614J	Materials and supplies used to increase parental involvement (Paper products, refreshments, etc)

**\*Additional Supports for this Strategy/Activity**

Use of leased duplicator to make copies of communications for parents as necessary. Resource 00000

## Goal 8- Graduation/Promotion Rate

### Call to Action Belief Statement

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.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

When comparing the DRA data (2017-2018 school year vs 2018-2019 school year), 3rd and 5th grade have increased in the percentage of students at or above grade level.

- 3rd Grade 2017-2018 percent of students at or above grade level- 70%
- 3rd Grade 2018-2019 percent of students at or above grade level- 72%
- 3rd Grade increase from 2017-2018 school year to the 2018-2019 school year 2% increase
- 5th Grade 2017-2018 percent of students at or above grade level- 83%
- 5th Grade 2018-2019 percent of students at or above grade level- 89%
- 5th Grade increase from 2017-2018 school year to the 2018-2019 school year 6% increase

With these increases in DRA, we have also noted an increase in SBAC ELA Scores for 3rd and 5th grade as well.

- 3rd Grade 2017-2018 percent of students meeting and exceeding the standards- 65%
- 3rd Grade 2018-2019 percent of students meeting and exceeding the standards- 71%
- 3rd Grade increase from 2017-2018 school year to the 2018-2019 school year- 6% increase
- 5th Grade 2017-2018 percent of students meeting and exceeding the standards- 70%
- 5th Grade 2018-2019 percent of students meeting and exceeding the standards- 82%

## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- 5th Grade increase from 2017-2018 school year to the 2018-2019 school year- 12% increase  
The DRA and ELA SBAC scores have increased by more than 3%. The focus on data analysis, peer observations, PLC, Quality Tier I instruction will continue.

### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences

### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes

### \*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Will Meet or Exceed the Standard in ELA	67	77	Grade 3 ELA Reading	Annually
June 2021	5	Will Meet or Exceed the standard in ELA	65	75	Grade 5 ELA Reading	Annually
June 2021	3	Will Meet or Exceed the Standard in ELA	67	77	Other (Describe in Objective)	Monthly
June 2021	5	Will Meet or Exceed the Standard in ELA	65	75	Other (Describe in Objective)	Monthly

### \*Identified Need

Gr 3 data shows that 71% of students met or exceeded standard on the 2018-19 SBA.  
Gr 5 data shows that 82% of students met or exceeded standard on the 2018-19 SBA.  
Gr 3 data shows that 45% of English Learners met or exceeded standard on the 2018-19 SBA.  
Gr. 5 data shows that 43% of English Learners met or exceeded standard on the 2019-19 SBA.  
Gr 3 data shows that 27% of Students with Disabilities met or exceeded standard on the 2018-19 SBA.  
Gr. 5 data shows that 41% of Students with Disabilities met or exceeded standard on the 2019-19 SBA.

### \*Online Learning Implications

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.



## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Will meet or exceed the standard	45	55	CAASPP ELA	Annually
June 2021	5	English Learner	Will meet or exceed the standard	43	53	CAASPP ELA	Annually
June 2021	3	Students with Disabilities	Will meet or exceed the standard	27	37	CAASPP ELA	Annually
June 2021	5	Students with Disabilities	Will meet or exceed the standard	41	51	CAASPP ELA	Annually
June 2021	3	English Learner	Will meet or exceed the standard	45	55	Other (Describe in Objective)	Monthly
June 2021	5	English Learner	Will meet or exceed the standard	43	53	Other (Describe in Objective)	Monthly
June 2021	3	Students with Disabilities	Will meet or exceed the standard	27	37	Other (Describe in Objective)	Monthly
June 2021	5	Students with Disabilities	Will meet or exceed the standard	41	51	Other (Describe in Objective)	Monthly

### PLC Planning

**\*Students to be served by this Strategy/Activity**

3rd and 5th Grade Students

**\*Strategy/Activity - Description**

**GRADE LEVEL COLLABORATIONS/PLC**

Visiting teachers are funded so that teachers can meet in daylong grade-level collaboration three times a year. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0061-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 6 - Supporting Black Youth   Ref Id : N006120	Visiting teachers for PLC planning.
	Prof&Curriclm Dev Vist Tchr				0061-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Goal 6 - Supporting Black Youth   Ref Id : N006191	Visiting teachers for PLC planning.

**Small Group Intervention TK-3**

**\*Students to be served by this Strategy/Activity**

TK - 3 students

**\*Strategy/Activity - Description**

**INTERVENTION TEACHER**

An intervention teacher is being funded to work with small intervention groups, which target English Learners and struggling readers needing more intensive support in language arts and ELD.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Retired Clsrm Teacher Hrly				0061-30106-00-1189-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 4- Supporting English Learners   Ref Id : N00616U	Intervention teacher works with small intervention groups of students (TK-3) who are English Learners and struggling readers.

**Small Group Intervention 4th/5th**

**\*Students to be served by this Strategy/Activity**

4th and 5th Grade Students

**\*Strategy/Activity - Description**

After school tutoring is being funded for all 4th and 5th grade teachers to work with small intervention groups, which target English Learners and struggling readers needing more intensive support in English Language Arts and ELD.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0061-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 4- Supporting English Learners   Ref Id : N00615X	4th and 5th grade teachers will be tutoring English Learners and Struggling Readers in small intervention groups after school.

**Promoting Reading Through Library Support**

**\*Students to be served by this Strategy/Activity**

ALL STUDENTS

**\*Strategy/Activity - Description**

**LIBRARY ASSISTANT**

The library assistant is being funded to promote a love of reading by teaching students how to select books that are interesting and at their level in a library. Students are also taught how to use library resources to help them with writing reports.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F006110	Library Asst	0.23750	\$6,865.65	\$9,149.85	0061-09800-00-2231-2420-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Library assistant provides services to all students, which encourages making good choices in self-selected reading materials, learning how to use library services, and developing a love of independent reading.

**Supplies**

**\*Students to be served by this Strategy/Activity**

ALL students

**\*Strategy/Activity - Description**

**INSTRUCTIONAL SUPPLIES**

Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0061-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners   Ref Id : N006190	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks.
	Supplies				0061-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 4- Supporting English Learners   Ref Id : N00619U	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks.

## Chesterton Elementary

### SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Supplies				0061-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 6 - Supporting Black Youth   Ref Id : N0061A8	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks.

## **STEAM**

### **Our Vision**

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

### **STEAM Belief Statement**

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to influence their world in real and powerful ways.

### **Leading, Implementing, Monitoring, and Actualizing a Coherent Plan**

Recognition of students in the classrooms and school-wide will support a culture of learning built around STEAM in classrooms.

Communication by teachers will also ensure that parents will be part of the culture of STEAM. Displaying students STEAM projects at Open House and Science Nights will also enhance the culture.

In order to build the capacity of teachers and to ensure sustainability, teachers need current research-based strategies from professional development. At Chesterton, teachers have and will continue to be released from the site to attend district professional developments. Furthermore, teachers will have time to analyze data to inform their next steps during site PLC. Teachers will have the option to observe each other during peer observations with the option of peer observations at other schools.

Assurance of implementation is demonstrated by daily schedules showing STEAM lessons four hours a week. As implementation continues, coaching and feedback by the site administrator and other district support will continue.

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

## School Leadership Actions

### Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

**The site principal will monitor implementation of SPSA- the implementation of priorities and strategies outlined in the SPSA.** As the site plan shows many various priorities and strategies, the priorities and strategies overlap will need to be integrated.

### **Integration of SPSA Goals and Priorities-**

- Safe, Collaborative, Inclusive Culture- The school counselor will be utilized and will support the chronic absenteeism and school-wide culture goal. As a staff, we will work together to interrupt racial inequities, implement culturally responsive teaching practices, create inclusive, responsive classrooms and foster student empowerment.

- English Language Arts/Graduation Promotion Rate/English Learners/Math- Professional Learning Communities and professional development funds will support all content areas. Furthermore, the English Learner Resource Teacher will support language development in all content areas.

**Strategic Plan-**The 2020-2021 strategic plan revolves around the three focal points of Teacher Clarity, Guaranteed and Viable Curriculum and Safe, Collaborative and Inclusive Culture.

When considering the San Diego Unified School District's Theory of Action and working with Chesterton's Instructional Leadership Team, the three focal areas were created.

In order to meet or exceed the goals of the SPSA, the following leadership actions will be implemented by the site administrator:

**Guaranteed and Viable Curriculum-**As we continually improve our PLCs, Chesterton will follow Robert Marzano's Research base PLC practices. As the site administrator, I will need to monitor, guide, coach, and lead PLCs based on the Marzano-based strategies below:

- Differentiation of support to PLC 19-20 (based on teacher and grade level needs)
- Unpacking of the Critical Concepts to know and understand expectations of Common Core State Standards (CCSS).
- Continued data analysis informing instruction
- Quality aligned formative assessments to the CCSSs

- Continued commitment to sharing with each other the artifacts demonstrating successes based on best practices of PLC
- Creating opportunities for staff to share artifacts during PLC demonstrating quality planning and data analysis for the individual needs of each student (focus on subgroups)
- Grade level self-assessment of the quality of their PLC
- Lesson analysis with a focus on learning intentions, success criteria, overt evidence of learning

**Safe, Collaborative and Inclusive Culture-**When striving to improve this culture, I will need to create opportunities for teachers to self-reflect and implement the best practices. I will also need to monitor the implementation by having teachers demonstrate evidence of these practices. As a result of quality implementation, we hope to see our students' attendance improve as well as the results on the California Healthy Kids Survey. As I continue to learn more about how to create a safer, collaborative, and inclusive culture, the staff and I will take time to learn from the research in professional readings during professional development and PLC time. Below are the strategic focal points for the 2020-2021 school year.

- Current research and data on collaborative and inclusive practices
- Self-reflective ratings on how each teacher is creating a safe, collaborative, and inclusive environment.
- Learning how to create a more dynamic collaborative learning partnerships
- Peer-assessment/self-assessment
- Focus on students creating viable arguments, defending their ideas, and refining their thinking.

**Teacher Clarity-** This generalized term refers to how teachers collaborate and plan calibrated lessons working towards succinct and concise learning targets and success criteria. With the clarity of the teacher implemented throughout the lesson, the results would have students communicating critical thinking and their learnings. Furthermore, the students will be able to communicate the connection between the student work and the learning targets and success criteria. Staff will have opportunities to read professional research and learn more about Teacher Clarity during professional developments and PLC time. Teachers will be able to create lessons with the effective attributes of Teacher Clarity during PLC. I will co-teach, co-plan, coach and give feedback strategically as professional development is presented to teachers. Below are the focal areas within Teacher Clarity that will come alive during professional developments and PLCs:

- Learning about the research and effectiveness behind teacher clarity.
- Showing staff what the ideal state of teacher clarity looks like.
- Teachers learning how to create concise and succinct learning targets and success criteria.
- Teachers allowing for high-level discourse in collaborative partnerships aligned to the learning targets and success criteria
- Working in PLCs to design assessments aligned to learning targets and success criteria.
- Planning to create relevant and meaningful learning experiences when students can share the what, why and how they are learning

## **APPENDICES**

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



**APPENDIX A**

**BUDGET SUMMARY**

# Chesterton Budget Summary

## DESCRIPTION

## AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 41,544.96

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 123,360.26

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$38,308.46
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$38,308.46

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$43,434.84
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 43,434.84

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$123,360.26

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount		
Chesterton Elementary	09800 LCFF Intervention Support	Library Asst	2231	Other Support Prsnl PARAS	0.2375	\$ 6,865.65		
		Library Asst	3000			\$ 2,284.20		
		School Counselor	1210	Counselor	0.1000	\$ 8,707.20		
		School Counselor	3000			\$ 3,847.12		
			1192	Prof&Curriclm Dev Vist Tchr		\$ 8,300.00		
			1957	Non Clsrn Tchr Hrly		\$ 4,000.00		
			3000			\$ 2,741.67		
			4301	Supplies		\$ 6,689.00		
		<b>09800 LCFF Intervention Support Total</b>					<b>0.3375</b>	<b>\$ 43,434.84</b>
		30100 Title I Basic Program	30100 Title I Basic Program	School Counselor	1210	Counselor	0.2000	\$ 17,414.40
				School Counselor	3000			\$ 7,694.29
					1157	Classroom Teacher Hrly		\$ -
					1189	Retired Clsrn Teacher Hrly		\$ -
	1192			Prof&Curriclm Dev Vist Tchr		\$ 8,300.00		
	3000					\$ 1,850.07		
	4301			Supplies		\$ 4,594.00		
<b>30100 Title I Basic Program Total</b>					<b>0.2000</b>	<b>\$ 39,852.76</b>		
30103 Title I Parent Involvement	30103 Title I Parent Involvement		2281	Other Support Prsnl PARAS Hrly		\$ 150.00		
			3000			\$ 49.20		
			4301	Supplies		\$ 693.00		
			5721	Interprogram Svcs/Duplicating		\$ 800.00		
<b>30103 Title I Parent Involvement Total</b>						<b>\$ 1,692.20</b>		
30106 Title I Supplmnt Prog Imprvmnt	30106 Title I Supplmnt Prog Imprvmnt		1157	Classroom Teacher Hrly		\$ 9,838.40		
			1189	Retired Clsrn Teacher Hrly		\$ 18,617.28		
			3000			\$ 6,342.78		
			4301	Supplies		\$ 3,582.00		
<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>						<b>\$ 38,380.46</b>		
<b>Grand Total</b>					<b>0.5375</b>	<b>\$ 123,360.26</b>		

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**

### **TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21**

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

*Chesterton Elementary* has developed a written Title I parent & family engagement policy with input from Title I parents. School Site Council members review, give input, and approve the Title I parent & family engagement policy.

The policy is distributed to parents of Title I students in October in both English and Spanish. Copies of the policy are available at the office and posted on the school website.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The School Site Council reviews, gives input, and approves the Parent and Family Engagement Policy prior to distribution
- The annual Title I parent meeting will be held in the fall (November this year due to change in principal)
- A copy of the Parent and Family Engagement Policy is sent home in November in English, Spanish, and Vietnamese.
- Copies are always available in the office and on the website.
- The policy is updated annually with approval from the School Site Council.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Chesterton offers a flexible number of meetings and may provide, with funds provided under this part, translation, childcare, and refreshments for these meetings.
- Involve parents of participating students, in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I programs and parental involvement policy.
- Provide parents of participating students with timely information about Title I programs.
- Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.
- Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

- The annual Title I meeting is normally held in the month of October, but will be held in November this year. It is presented in English, with Vietnamese and Spanish translation provided if needed.
- The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below: One Title I 8am meeting, One Title I 5pm meeting
- Volunteer opportunities for parents/families (when COVID restrictions are lifted)
- Monthly Parent Meetings, one morning and one at 5pm
- Monthly and Semester Awards Assemblies (when COVID restrictions are lifted)
- Individual classroom activities as planned by individual classes/teachers
- Back-to- School Night in September
- Winter Parent/Teacher Conferences November-December (due to online learning)
- Spring Parent/Teacher Conferences in March (timing will depend on COVID restrictions)
- Parents have access to teachers each school day most often through Dojo or email, but also via phone.
- Family Nights (when COVID restrictions are lifted)

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- School Site Council meetings
- School Governance Team Meetings
- Family Nights (when COVID restrictions are lifted)

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- Annual Title I meeting
- Flyers and phone calls sent home in both English, Spanish, and Vietnamese
- Bilingual staff available to assist and answer questions
- Trimester Standards Based Report Cards in both English, Spanish, and Vietnamese
- Teacher communication with parents

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Parent Conferences
- Back to School Night
- Parent Classes focused on these topics (e.g. yearly review of ELPAC and SBAC) (when COVID restrictions are lifted)

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- School Site Council meetings
- School Governance Team Meetings

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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:

- Parent Conferences
- Back to School Night
- Parent Classes focused on these topics (e.g. yearly review of ELPAC and SBAC) (when COVID restrictions are lifted)

The school provides Title I, Part A parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Parent Conferences
- Back to School Night
- Parent Classes focused on these topics (e.g. yearly review of ELPAC and SBAC) (when COVID restrictions are lifted)

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Regular materials distributions during online learning.
- Parent Classes

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Professional Development
- Professional Learning Communities (PLCs)
- Weekly Staff Bulletins

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

- DAC Representation
- Prime Time
- Military and Family Life Counseling Programs

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Weekly School Bulletins
- School Messenger Updates
- Back to School Night
- Parent Conferences

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Volunteer opportunities for parents/families (when COVID restrictions are lifted)

- Monthly Chesterton Supper Club Parent Meetings at 5pm
- Parent Classes
- Back to School Night
- Conferences

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

- Annual Title I meeting
- Monthly Parent Meetings
- Weekly Parent Bulletins

If the school wide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- Google survey form for parent input on plan

This policy was adopted by Chesterton Elementary on October 29th, 2020, and will be in effect for the period of school year 2020-21.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: November 30, 2020



**APPENDIX C****SCHOOL PARENT COMPACT**

## 2020-21 Title I School-Parent Compact

Chesterton Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact address the following legally required items, as well as other items suggested by parents and family members of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116[d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Teachers and staff improve their practice, assessment, and instructional techniques by engaging in regular professional development in the content areas.
- Teachers formally collaborate by grade level on a regular basis to examine student progress and plan instruction based on student needs.
- Parent teacher conferences - November/December due to online learning and March (timeline may be altered due to Covid).
- Standards Based Report Cards - November 2020, March 2021, and June 2021.
- Back-to-School Night – September
- Parent Notification of child's SBAC (Gr. 3-5) and ELPAC (English Learners Gr. K-5) scores (Covid may impact testing schedules)
- Parents have access to teachers each school day before and after school.
- Teachers share emails with parents, send home a welcome letter at the onset of the school year and when children newly enroll.
- Volunteer Opportunities for Parent Volunteers (when Covid restrictions are lifted)

- Academic recognition events (monthly, trimester, end of year) (when Covid restrictions are lifted)
- Individual classroom activities as planned by individual classes/teachers
- IEP/IMTSS meetings
- Family Nights (when Covid restrictions are lifted)
- Principal meets with families at monthly parent meetings, 3rd Tuesday at 5pm
- Principal sends weekly bulletins to families

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- During Back to School Night and at Parent Conferences
- School Governance Team Meetings
- School Site Council

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Parent Class focused on understanding standards and state assessments at least once per year
- School Governance Team Meeting
- School Site Council
- Bi-Monthly newsletters focused on strategies for parents to help children succeed in school

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Professional development on the topic of maintaining good communication and relationships with families as well as understanding the specific needs of our community

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- School Site Council
- School Governance Team Meetings
- Academic recognition assemblies (when Covid restrictions are lifted)
- Family Nights (when Covid restrictions are lifted)

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Informational flyers and phone calls are sent home in English, and available in Spanish and Vietnamese
- Interpreters (if needed) are brought in for School Governance Team, School Site Council, IEPs, and any other times as necessary and appropriate.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Yearly ELAC parent survey
- School Site Council

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Informational flyers and phone calls are sent home in English and available in Spanish and Vietnamese
- Translators (if needed) are brought in for School Governance Team, School Site Council, IEPs, and any other times as necessary and appropriate.

This Compact was adopted by Chesterton Elementary on October 29, 2020 and will be in effect for the period of 2020-21

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before: November 30, 2020.

## APPENDIX D

### DATA REPORTS

Data Reports can be retrieved from

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

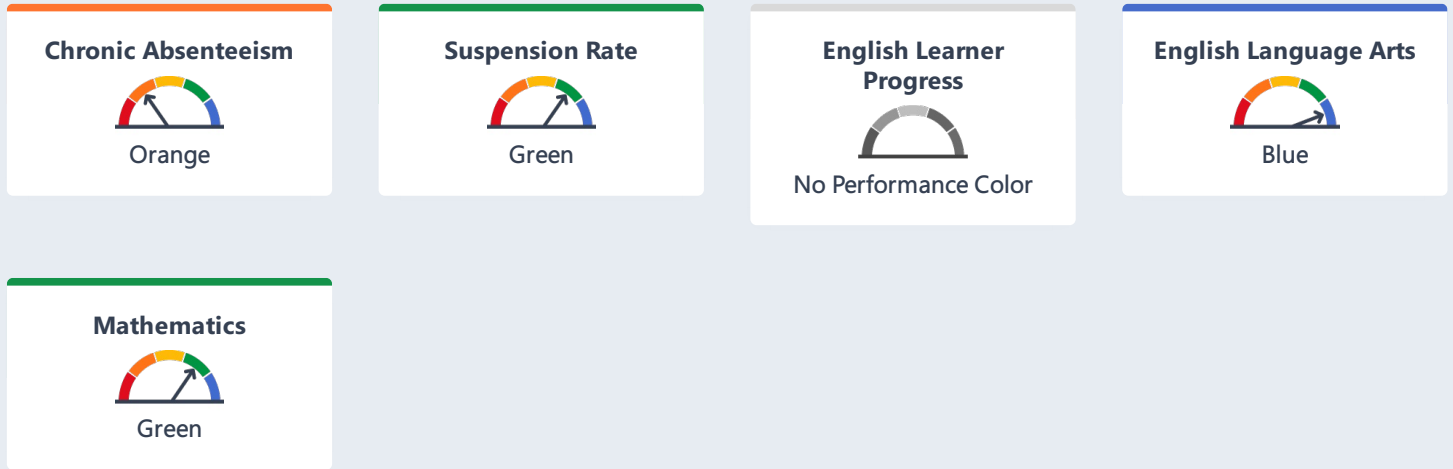
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

\* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

# Chesterton Elementary

Explore the performance of Chesterton Elementary under California's Accountability System.

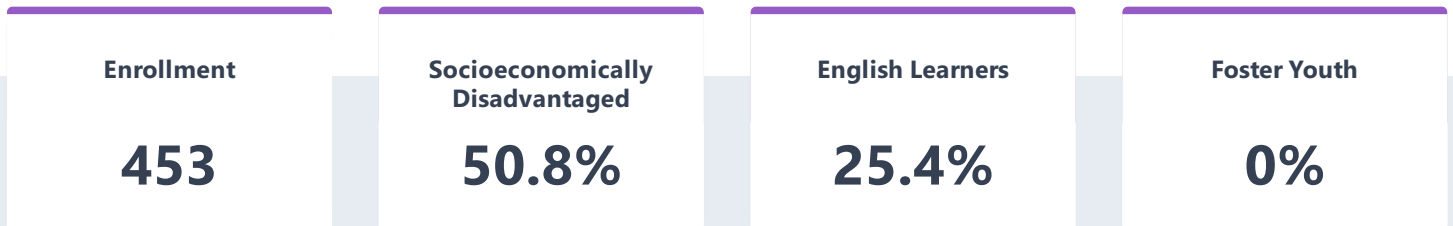


## School Details

<b>NAME</b> Chesterton Elementary	<b>ADDRESS</b> 7335 Wheatley Street San Diego, CA 92111-5824	<b>WEBSITE</b> <a href="http://new.sandi.net/sch...">http://new.sandi.net/sch...</a>	<b>GRADES SERVED</b> K-5
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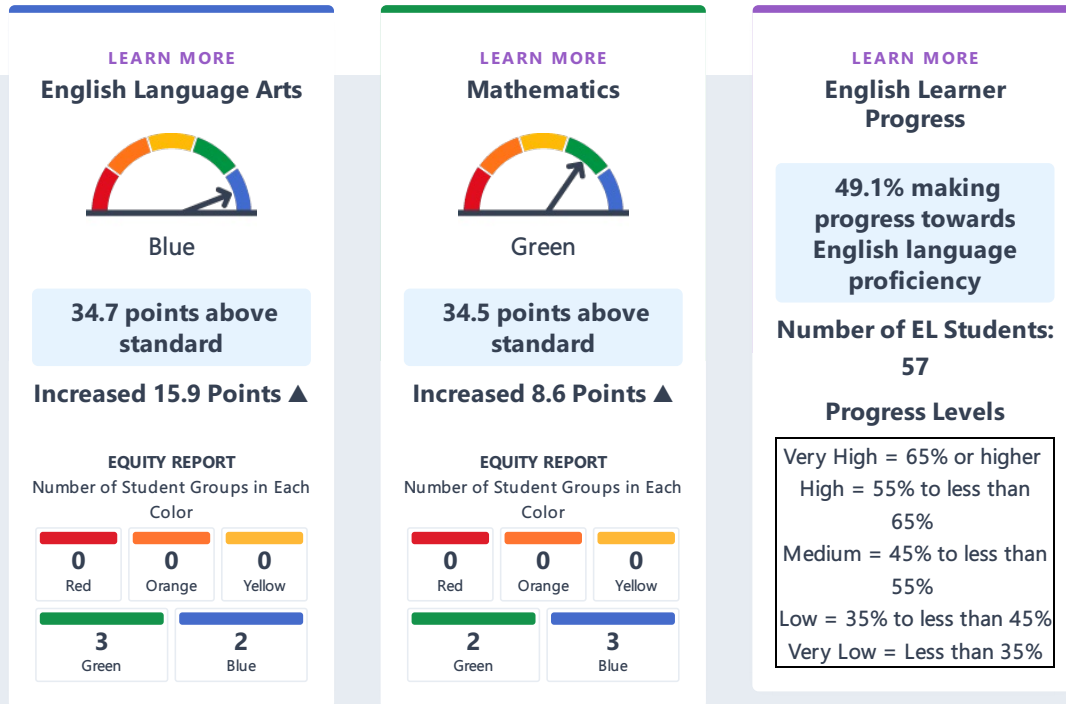
## Student Population

Explore information about this school's student population.



# Academic Performance

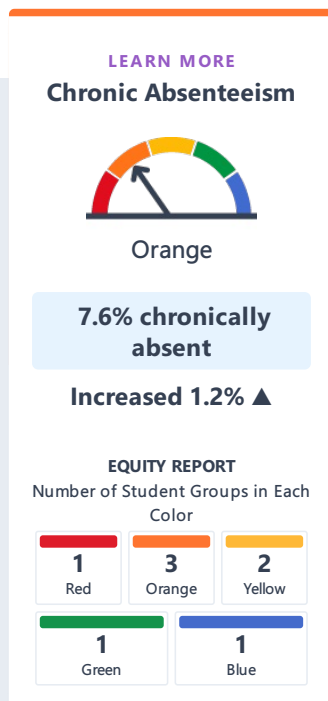
View Student Assessment Results and other aspects of school performance.



## CHESTERTON ELEMENTARY

# Academic Engagement

See information that shows how well schools are engaging students in their learning.




# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Green

**1.2% suspended at least once**

**Declined 1.4% ▼**

**EQUITY REPORT**  
Number of Student Groups in Each Color

<b>0</b> Red	<b>1</b> Orange	<b>1</b> Yellow
<b>3</b> Green	<b>3</b> Blue	



# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Blue

34.7 points above standard

Increased 15.9 Points ▲

Number of Students: 186

### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Asian

Socioeconomically Disadvantaged

White



Blue

English Learners

Hispanic



No Performance Color

African American

American Indian

Filipino

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

### African American



No Performance Color

68.1 points above standard

Increased 79.5 Points ▲

Number of Students: 14

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Two or More Races



No Performance Color

11.1 points above standard

Increased 6.4 Points ▲

Number of Students: 13

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

63.1 points below standard

Increased 19.4 Points ▲

Number of Students: 28

### Asian



Green

35.4 points above standard

Declined 3.7 Points ▼

Number of Students: 45

### Socioeconomically Disadvantaged



Green

15.4 points above standard

Increased 3.9 Points ▲

Number of Students: 101

### White



Green

39.9 points above standard

Increased 7.2 Points ▲

Number of Students: 45

### English Learners



Blue

30.5 points above standard

Increased 17.8 Points ▲

Number of Students: 71

### Hispanic



Blue

25 points above standard

Increased 17.3 Points ▲

Number of Students: 57

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 34.4 points above standard

18.8 points above standard

34.7 points above standard

## English Language Arts Data Comparisons: English Learners

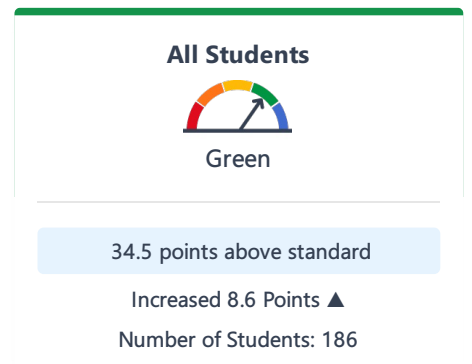
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
42.8 points below standard	75.5 points above standard	32.4 points above standard
Increased 12.5 Points ▲	Increased 17.5 Points ▲	Increased 13.4 Points ▲
Number of Students: 27	Number of Students: 44	Number of Students: 103

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups

<p>Red</p> <p>No Students</p>	<p>Orange</p> <p>No Students</p>	<p>Yellow</p> <p>No Students</p>
<p>Green</p> <p>Asian</p> <p>Socioeconomically Disadvantaged</p>	<p>Blue</p> <p>English Learners</p> <p>Hispanic</p> <p>White</p>	<p>No Performance Color</p> <p>African American</p> <p>American Indian</p> <p>Filipino</p> <p>Homeless</p> <p>Two or More Races</p>



### African American



No Performance Color

60.4 points above standard

Increased 69.4 Points ▲

Number of Students: 14

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Filipino

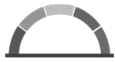


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Two or More Races



No Performance Color

7.6 points below standard

Declined 19.6 Points ▼

Number of Students: 13

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

38.1 points below standard

Increased 32.1 Points ▲

Number of Students: 28

### Asian



Green

39 points above standard

Declined 26.9 Points ▼

Number of Students: 45

### Socioeconomically Disadvantaged



Green

18.2 points above standard

Maintained 2.5 Points

Number of Students: 101

### English Learners



Blue

37.9 points above standard

Maintained 1.8 Points

Number of Students: 71

### Hispanic



Blue

24.3 points above standard

Increased 25.3 Points ▲

Number of Students: 57

### White



Blue

47.4 points above standard

Increased 8.1 Points ▲

Number of Students: 45

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	47.8 points above standard	25.9 points above standard	34.5 points above standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
21.6 points below standard	74.4 points above standard	26.8 points above standard
Maintained 1.2 Points	Maintained -0.9 Points	Increased 9 Points ▲
Number of Students: 27	Number of Students: 44	Number of Students: 103

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

**English Learner Progress**

**49.1% making progress towards English language proficiency**

**Number of EL Students: 57**

**Performance Level Medium**

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

### Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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ELs Who Decreased at Least One ELPI Level	17.5%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.3%
ELs who Maintained ELPI Level 4	5.2%
ELs Who Progressed at Least One ELPI Level	43.8%

---

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

#### All Students



Orange

7.6% chronically absent

Increased 1.2% ▲

Number of Students: 490

### Student Group Details

#### All Student Groups by Performance Level

8 Total Student Groups



Red

Two or More Races



Orange

African American

Socioeconomically Disadvantaged

White



Yellow

Students with Disabilities

Hispanic



Green

English Learners



Blue

Asian



No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Pacific Islander



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Filipino



No Performance Color

0% chronically absent

Maintained 0%

Number of Students: 16

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Two or More Races



Red

21.4% chronically absent

Increased 8.4% ▲

Number of Students: 42

### African American



Orange

10% chronically absent

Increased 4.4% ▲

Number of Students: 30

### Socioeconomically Disadvantaged



Orange

9.7% chronically absent

Increased 2.4% ▲

Number of Students: 247

### White



Orange

8.3% chronically absent

Increased 1.8% ▲

Number of Students: 168

### Students with Disabilities



Yellow

10.6% chronically absent

Declined 3% ▼

Number of Students: 66

### Hispanic



Yellow

6.8% chronically absent

Maintained 0.1%

Number of Students: 117

### English Learners



Green

4.3% chronically absent

Maintained 0.1%

Number of Students: 117

### Asian



Blue

1.8% chronically absent

Declined 1.7% ▼

Number of Students: 110



# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

#### All Students



Green

1.2% suspended at least once

Declined 1.4% ▼

Number of Students: 501

### Student Group Details

#### All Student Groups by Performance Level

8 Total Student Groups



Red

No Students



Orange

Two or More Races



Yellow

English Learners



Green

Socioeconomically Disadvantaged

Students with Disabilities

White



Blue

African American

Asian

Hispanic



No Performance Color

American Indian

Filipino

Homeless

Pacific Islander



### American Indian

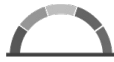


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Filipino



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 17

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Two or More Races



Orange

2.3% suspended at least once

Increased 2.3% ▲

Number of Students: 43

### English Learners



Yellow

0.9% suspended at least once

Increased 0.9% ▲

Number of Students: 117

### Socioeconomically Disadvantaged



Green

1.2% suspended at least once

Declined 2.4% ▼

Number of Students: 250

### Students with Disabilities



Green

1.5% suspended at least once

Declined 8.3% ▼

Number of Students: 67

### White



Green

2.9% suspended at least once

Declined 0.9% ▼

Number of Students: 172

### African American



Blue

0% suspended at least once

Declined 5.6% ▼

Number of Students: 31

### Asian



Blue

0% suspended at least once

Declined 0.9% ▼

Number of Students: 110

### Hispanic



Blue

0% suspended at least once

Declined 2.5% ▼

Number of Students: 121



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Chesterton**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	221	65.2	199	71.4	176	68.8	175	66.3	199	66.8	1.6	0.5	221	63.8	199	68.8	177	80.2	175	72.0	198	63.6	-0.2	-8.4
<b>Female</b>	109	69.7	92	81.5	82	78.0	87	74.7	103	76.7	7.0	2.0	109	62.4	92	64.1	82	81.7	87	72.4	103	62.1	-0.3	-10.3
<b>Male</b>	112	60.7	107	62.6	94	60.6	88	58.0	96	56.3	-4.4	-1.7	112	65.2	107	72.9	95	78.9	88	71.6	95	65.3	0.1	-6.3
<b>African American</b>	15	60.0	13	53.8	16	75.0	18	55.6	14	78.6	18.6	23.0	15	46.7	13	53.8	16	81.3	18	55.6	14	71.4	24.7	15.8
<b>Asian**</b>	5	-	3	-	3	-	2	-	45	68.9	-	-	5	-	3	-	3	-	2	-	45	68.9	-	-
<b>Filipino</b>	10	100.0	4	-	1	-	0	-	8	-	-	-	10	100.0	4	-	1	-	0	-	8	-	-	-
<b>Hispanic</b>	41	53.7	47	63.8	40	65.0	48	62.5	59	64.4	10.7	1.9	41	51.2	47	59.6	40	77.5	48	66.7	59	61.0	9.8	-5.7
<b>Indochinese**</b>	54	75.9	52	71.2	45	68.9	38	71.1	-	-	-	-	54	72.2	52	75.0	45	88.9	38	84.2	-	-	-	-
<b>Native American</b>	2	-	1	-	3	-	3	-	0	-	-	-	2	-	1	-	3	-	3	-	0	-	-	-
<b>Pacific Islander</b>	2	-	3	-	0	-	1	-	1	-	-	-	2	-	3	-	0	-	1	-	1	-	-	-
<b>White</b>	68	57.4	54	75.9	45	64.4	45	75.6	55	70.9	13.5	-4.7	68	60.3	55	67.3	46	76.1	45	80.0	55	70.9	10.6	-9.1
<b>Multiracial</b>	24	62.5	22	81.8	23	78.3	20	50.0	17	52.9	-9.6	2.9	24	66.7	21	76.2	23	73.9	20	60.0	16	31.3	-35.4	-28.7
<b>English Learner</b>	48	41.7	26	26.9	19	26.3	25	32.0	28	35.7	-6.0	3.7	48	37.5	26	34.6	19	68.4	25	52.0	28	32.1	-5.4	-19.9
<b>English-Speaking</b>	173	71.7	173	78.0	157	73.9	150	72.0	171	71.9	0.2	-0.1	173	71.1	173	74.0	158	81.6	150	75.3	170	68.8	-2.3	-6.5
<b>Reclassified†</b>	39	82.1	33	93.9	44	88.6	37	78.4	44	84.1	2.0	5.7	39	79.5	33	87.9	44	93.2	37	89.2	44	88.6	9.1	-0.6
<b>Initially Eng. Speaking</b>	134	68.7	140	74.3	113	68.1	113	69.9	127	67.7	-1.0	-2.2	134	68.7	140	70.7	114	77.2	113	70.8	126	61.9	-6.8	-8.9
<b>Econ. Disadv.*</b>	138	59.4	117	66.7	102	62.7	103	62.1	106	60.4	1.0	-1.7	138	59.4	116	62.9	102	75.5	103	68.0	106	57.5	-1.9	-10.5
<b>Non-Econ. Disadv.</b>	83	74.7	82	78.0	74	77.0	72	72.2	93	74.2	-0.5	2.0	83	71.1	83	77.1	75	86.7	72	77.8	92	70.7	-0.4	-7.1
<b>Gifted</b>	67	85.1	67	77.6	50	86.0	31	71.0	36	91.7	6.6	20.7	67	86.6	66	87.9	50	88.0	31	90.3	36	83.3	-3.3	-7.0
<b>Not Gifted</b>	154	56.5	132	68.2	126	61.9	144	65.3	163	61.3	4.8	-4.0	154	53.9	133	59.4	127	77.2	144	68.1	162	59.3	5.4	-8.8
<b>With Disabilities</b>	21	14.3	16	12.5	19	26.3	22	18.2	29	27.6	13.3	9.4	21	14.3	16	18.8	19	36.8	22	27.3	29	24.1	9.8	-3.2
<b>WO Disabilities</b>	200	70.5	183	76.5	157	73.9	153	73.2	170	73.5	3.0	0.3	200	69.0	183	73.2	158	85.4	153	78.4	169	70.4	1.4	-8.0
<b>Homeless</b>	1	-	2	-	4	-	3	-	4	-	-	-	1	-	2	-	4	-	3	-	4	-	-	-
<b>Foster</b>	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
<b>Military</b>	107	64.5	98	75.5	72	75.0	82	73.2	93	69.9	5.4	-3.3	107	65.4	98	69.4	73	82.2	82	75.6	92	64.1	-1.3	-11.5

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.  
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.  
 \*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Chesterton**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	71	69.0	67	65.7	58	69.0	66	65.2	78	70.5	1.5	5.3	71	74.6	68	67.6	58	77.6	66	66.7	78	66.7	-7.9	0.0
Female	33	72.7	29	75.9	27	85.2	34	76.5	41	78.0	5.3	1.5	33	78.8	29	62.1	27	85.2	34	67.6	41	63.4	-15.4	-4.2
Male	38	65.8	38	57.9	31	54.8	32	53.1	37	62.2	-3.6	9.1	38	71.1	39	71.8	31	71.0	32	65.6	37	70.3	-0.8	4.7
African American	4	-	3	-	7	-	4	-	7	-	-	-	4	-	3	-	7	-	4	-	7	-	-	-
Asian**	0	-	2	-	0	-	1	-	22	68.2	-	-	0	-	2	-	0	-	1	-	22	68.2	-	-
Filipino	1	-	0	-	0	-	0	-	4	-	-	-	1	-	0	-	0	-	0	-	4	-	-	-
Hispanic	13	76.9	18	72.2	18	66.7	22	59.1	21	76.2	-0.7	17.1	13	76.9	18	61.1	18	72.2	22	63.6	21	66.7	-10.2	3.1
Indochinese**	14	78.6	16	56.3	12	66.7	12	75.0	-	-	-	-	14	71.4	16	56.3	12	91.7	12	75.0	-	-	-	-
Native American	1	-	0	-	2	-	1	-	0	-	-	-	1	-	0	-	2	-	1	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	0	-	1	-	-	-	1	-	1	-	0	-	0	-	1	-	-	-
White	26	61.5	19	68.4	11	63.6	18	83.3	20	70.0	8.5	-13.3	26	76.9	20	75.0	11	81.8	18	83.3	20	75.0	-1.9	-8.3
Multiracial	11	63.6	8	-	8	-	8	-	3	-	-	-	11	72.7	8	-	8	-	8	-	3	-	-	-
English Learner	19	63.2	12	33.3	13	38.5	13	23.1	11	45.5	-17.7	22.4	19	63.2	12	33.3	13	76.9	13	53.8	11	27.3	-35.9	-26.5
English-Speaking	52	71.2	55	72.7	45	77.8	53	75.5	67	74.6	3.4	-0.9	52	78.8	56	75.0	45	77.8	53	69.8	67	73.1	-5.7	3.3
Reclassified†	0	-	0	-	12	100.0	7	-	18	77.8	-	-	0	-	0	-	12	100.0	7	-	18	88.9	-	-
Initially Eng. Speaking	52	71.2	55	72.7	33	69.7	46	73.9	49	73.5	2.3	-0.4	52	78.8	56	75.0	33	69.7	46	67.4	49	67.3	-11.5	-0.1
Econ. Disadv.*	42	64.3	38	60.5	41	65.9	40	62.5	41	63.4	-0.9	0.9	42	71.4	38	52.6	41	75.6	40	65.0	41	61.0	-10.4	-4.0
Non-Econ. Disadv.	29	75.9	29	72.4	17	76.5	26	69.2	37	78.4	2.5	9.2	29	79.3	30	86.7	17	82.4	26	69.2	37	73.0	-6.3	3.8
Gifted	18	94.4	22	68.2	17	88.2	4	-	14	92.9	-1.5	-	18	100.0	22	81.8	17	82.4	4	-	14	71.4	-28.6	-
Not Gifted	53	60.4	45	64.4	41	61.0	62	64.5	64	65.6	5.2	1.1	53	66.0	46	60.9	41	75.6	62	66.1	64	65.6	-0.4	-0.5
With Disabilities	7	-	5	-	11	27.3	6	-	12	33.3	-	-	7	-	5	-	11	45.5	6	-	12	25.0	-	-
WO Disabilities	64	75.0	62	69.4	47	78.7	60	71.7	66	77.3	2.3	5.6	64	81.3	63	71.4	47	85.1	60	73.3	66	74.2	-7.1	0.9
Homeless	1	-	2	-	2	-	1	-	1	-	-	-	1	-	1	-	2	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	41	68.3	39	69.2	21	76.2	30	76.7	34	73.5	5.2	-3.2	41	78.0	40	75.0	21	81.0	30	73.3	34	67.6	-10.4	-5.7

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Chesterton**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	74	58.1	68	79.4	58	60.3	60	65.0	65	49.2	-8.9	-15.8	74	62.2	67	70.1	58	79.3	60	70.0	64	45.3	-16.9	-24.7
Female	35	65.7	32	90.6	25	64.0	28	82.1	34	61.8	-3.9	-20.3	35	60.0	32	65.6	25	76.0	28	78.6	34	44.1	-15.9	-34.5
Male	39	51.3	36	69.4	33	57.6	32	50.0	31	35.5	-15.8	-14.5	39	64.1	35	74.3	33	81.8	32	62.5	30	46.7	-17.4	-15.8
African American	4	-	6	-	2	-	9	-	3	-	-	-	4	-	6	-	2	-	9	-	3	-	-	-
Asian**	1	-	0	-	2	-	0	-	12	50.0	-	-	1	-	0	-	2	-	0	-	12	50.0	-	-
Filipino	5	-	1	-	0	-	0	-	2	-	-	-	5	-	1	-	0	-	0	-	2	-	-	-
Hispanic	16	37.5	12	83.3	12	50.0	17	70.6	18	38.9	1.4	-31.7	16	31.3	12	83.3	12	66.7	17	70.6	18	38.9	7.6	-31.7
Indochinese**	21	76.2	15	73.3	19	68.4	10	50.0	-	-	-	-	21	85.7	15	80.0	19	84.2	10	90.0	-	-	-	-
Native American	0	-	1	-	0	-	1	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	21	38.1	23	82.6	18	55.6	16	62.5	20	65.0	26.9	2.5	21	47.6	23	69.6	18	77.8	16	68.8	20	50.0	2.4	-18.8
Multiracial	5	-	10	90.0	5	-	7	-	10	30.0	-	-	5	-	9	-	5	-	7	-	9	-	-	-
English Learner	14	28.6	5	-	4	-	10	50.0	10	20.0	-8.6	-30.0	14	35.7	5	-	4	-	10	60.0	10	30.0	-5.7	-30.0
English-Speaking	60	65.0	63	82.5	54	64.8	50	68.0	55	54.5	-10.5	-13.5	60	68.3	62	72.6	54	81.5	50	72.0	54	48.1	-20.2	-23.9
Reclassified†	16	81.3	12	100.0	17	76.5	13	69.2	9	-	-	-	16	87.5	12	91.7	17	88.2	13	92.3	9	-	-	-
Initially Eng. Speaking	44	59.1	51	78.4	37	59.5	37	67.6	46	52.2	-6.9	-15.4	44	61.4	50	68.0	37	78.4	37	64.9	45	44.4	-17.0	-20.5
Econ. Disadv.*	48	47.9	42	76.2	29	51.7	38	60.5	34	44.1	-3.8	-16.4	48	58.3	41	65.9	29	69.0	38	68.4	34	41.2	-17.1	-27.2
Non-Econ. Disadv.	26	76.9	26	84.6	29	69.0	22	72.7	31	54.8	-22.1	-17.9	26	69.2	26	76.9	29	89.7	22	72.7	30	50.0	-19.2	-22.7
Gifted	22	72.7	18	77.8	16	75.0	15	66.7	6	-	-	-	22	81.8	17	88.2	16	87.5	15	100.0	6	-	-	-
Not Gifted	52	51.9	50	80.0	42	54.8	45	64.4	59	45.8	-6.1	-18.6	52	53.8	50	64.0	42	76.2	45	60.0	58	39.7	-14.1	-20.3
With Disabilities	5	-	5	-	3	-	10	20.0	6	-	-	-	5	-	5	-	3	-	10	40.0	6	-	-	-
WO Disabilities	69	62.3	63	84.1	55	61.8	50	74.0	59	54.2	-8.1	-19.8	69	66.7	62	75.8	55	80.0	50	76.0	58	50.0	-16.7	-26.0
Homeless	0	-	1	-	4	-	1	-	1	-	-	-	0	-	1	-	4	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	34	55.9	32	81.3	30	66.7	27	74.1	34	55.9	0.0	-18.2	34	55.9	31	71.0	30	83.3	27	70.4	33	39.4	-16.5	-31.0

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results  
Percentage of Students Meeting or Exceeding Standard by Grade Level  
Chesterton  
Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	76	68.4	64	68.8	60	76.7	49	69.4	56	82.1	13.7	12.7	76	55.3	64	68.8	61	83.6	49	81.6	56	80.4	25.1	-1.2
Female	41	70.7	31	77.4	30	83.3	25	64.0	28	92.9	22.2	28.9	41	51.2	31	64.5	30	83.3	25	72.0	28	82.1	30.9	10.1
Male	35	65.7	33	60.6	30	70.0	24	75.0	28	71.4	5.7	-3.6	35	60.0	33	72.7	31	83.9	24	91.7	28	78.6	18.6	-13.1
African American	7	-	4	-	7	-	5	-	4	-	-	-	7	-	4	-	7	-	5	-	4	-	-	-
Asian**	4	-	1	-	1	-	1	-	11	90.9	-	-	4	-	1	-	1	-	1	-	11	90.9	-	-
Filipino	4	-	3	-	1	-	0	-	2	-	-	-	4	-	3	-	1	-	0	-	2	-	-	-
Hispanic	12	50.0	17	41.2	10	80.0	9	-	20	75.0	25.0	-	12	50.0	17	41.2	10	100.0	9	-	20	75.0	25.0	-
Indochinese**	19	73.7	21	81.0	14	71.4	16	81.3	-	-	-	-	19	57.9	21	85.7	14	92.9	16	87.5	-	-	-	-
Native American	1	-	0	-	1	-	1	-	0	-	-	-	1	-	0	-	1	-	1	-	0	-	-	-
Pacific Islander	0	-	2	-	0	-	1	-	0	-	-	-	0	-	2	-	0	-	1	-	0	-	-	-
White	21	71.4	12	75.0	16	75.0	11	81.8	15	80.0	8.6	-1.8	21	52.4	12	50.0	17	70.6	11	90.9	15	93.3	40.9	2.4
Multiracial	8	-	4	-	10	90.0	5	-	4	-	-	-	8	-	4	-	10	80.0	5	-	4	-	-	-
English Learner	15	26.7	9	-	2	-	2	-	7	-	-	-	15	6.7	9	-	2	-	2	-	7	-	-	-
English-Speaking	61	78.7	55	78.2	58	79.3	47	72.3	49	87.8	9.1	15.5	61	67.2	55	74.5	59	84.7	47	85.1	49	85.7	18.5	0.6
Reclassified†	23	82.6	21	90.5	15	93.3	17	82.4	17	100.0	17.4	17.6	23	73.9	21	85.7	15	93.3	17	88.2	17	100.0	26.1	11.8
Initially Eng. Speaking	38	76.3	34	70.6	43	74.4	30	66.7	32	81.3	5.0	14.6	38	63.2	34	67.6	44	81.8	30	83.3	32	78.1	14.9	-5.2
Econ. Disadv.*	48	66.7	37	62.2	32	68.8	25	64.0	31	74.2	7.5	10.2	48	50.0	37	70.3	32	81.3	25	72.0	31	71.0	21.0	-1.0
Non-Econ. Disadv.	28	71.4	27	77.8	28	85.7	24	75.0	25	92.0	20.6	17.0	28	64.3	27	66.7	29	86.2	24	91.7	25	92.0	27.7	0.3
Gifted	27	88.9	27	85.2	17	94.1	12	75.0	16	93.8	4.9	18.8	27	81.5	27	92.6	17	94.1	12	83.3	16	87.5	6.0	4.2
Not Gifted	49	57.1	37	56.8	43	69.8	37	67.6	40	77.5	20.4	9.9	49	40.8	37	51.4	44	79.5	37	81.1	40	77.5	36.7	-3.6
With Disabilities	9	-	16	12.5	5	-	6	-	11	36.4	-	-	9	-	6	-	19	36.8	6	-	11	36.4	-	-
WO Disabilities	67	74.6	58	75.9	55	81.8	43	74.4	45	93.3	18.7	18.9	67	59.7	58	72.4	56	91.1	43	88.4	45	91.1	31.4	2.7
Homeless	0	-	2	-	1	-	1	-	2	-	-	-	0	-	0	-	1	-	1	-	2	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	32	68.8	27	77.8	21	85.7	25	68.0	25	84.0	15.2	16.0	32	59.4	27	59.3	22	81.8	25	84.0	25	92.0	32.6	8.0

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.

**APPENDIX E****2020-21 SPSA ASSESSMENT AND EVALUATION**

## Chesterton Evaluation Template for Title I Funded Programs

### Sample guiding questions to evaluate the effectiveness of programs funded with Title I funds:

1. The district or a Title I school allocates Title I funds to support the computer technician. Is this position based on the comprehensive needs assessment? Does this position provide direct services to students? How does this position impact student learning and academic achievement? What data are you using to drive this discussion? If this program has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?
  
2. The district or a Title I school allocates Title I funds for books and materials. Are they based on the comprehensive needs assessments? Are these materials relevant, evidence-based intervention? How do they impact student learning and academic achievement? What data is this decision based on? If the usage of these materials has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
<p>Area Goal 1: By June 2019, 73% (approx. 57 3rd graders) will meet or exceed standards in ELA on the SBAC exam. By June 2019, 73% (approx. 42 5th graders) will meet or exceed standards in ELA on the SBAC exam.</p>	<p>Library Assistant – provides every student access to books to check out to ensure students have books outside of the classroom setting, encourage reading at home, and teaches responsibility and love of literacy.</p>	<p>100% of students are able to check out books to have access to books at home, approximately 98% of students are able to return books and continue pattern.</p>	<p>When students (approximately 2%) do not return books or damage books without paying for them they cannot check out books therefore limiting their access outside of the classroom setting.</p>	<p>Because it is effective at 98% of students being able to access books through the library, the only modification would be to allow students who don't return books or damage them to only have them at school and not for take home purposes.</p>



Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
	School Counselor (0.30)	Counselor is able to meet with students who are experiencing trauma or difficulties and are removed from the classroom setting in order to have them reset and return to the classroom in order to maximize instructional time. The counselor also addresses chronic absenteeism and tardiness.	Counselor is not available daily as the district and supplemental Title budget does not allow for a full-time counselor.	If more funds become available, they will be applied to this area to maximize the counselor's effectiveness. The counselor will lead weekly Attendance Team meetings (members – Counselor, Attendance Clerk, Nurse and Principal.) in order to increase daily attendance and address concerns with families of students who have chronic absences or tardiness.
Area Goal 2: By June 2019, 76 % (approx. 59 3rd graders) will meet or exceed standards in Math on the SBAC exam.	School Counselor (0.30)	Counselor is able to meet with students who are experiencing trauma or difficulties and	Counselor is not available daily as the district and supplemental Title budget does not allow for a full-time counselor.	If more funds become available, they will be applied to this area to maximize the counselor's effectiveness. The counselor will lead

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
By June 2019, 76 % (approx. 44 5th graders) will meet or exceed standards in Math on the SBAC exam.		are removed from the classroom setting in order to have them reset and return to the classroom in order to maximize instructional time. The counselor also addresses chronic absenteeism and tardiness.		weekly Attendance Team meetings (members – Counselor, Attendance Clerk, Nurse and Principal.) in order to increase daily attendance and address concerns with families of students who have chronic absences or tardiness.
Area Goal 3: By June 2019, a minimum of 75% of Chesterton's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually identified as receiving EL and Special Ed. services.	Non-Classroom Teacher Hourly	Students who are not meeting grade level standards in ELA receive interventions from a highly qualified certificated teacher. The teachers that is paid under this fund does	Students cannot meet with non-classroom teacher more often due to budget constraints. Teachers do not communicate often with teacher being paid out of this resource.	When more funding is available to provide more time, they will be applied to this strategy. Teacher being paid out of these funds may be present on Wednesdays when teachers meet in monthly PLCs. During monthly PLCs the teacher will provide ELD strategies and resources available

**Chesterton Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

**SCHOOL NAME: CHESTERTON ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**COUNSELOR/Military Family Life Counselor (ATTENDANCE)**

For the attendance goal, the counselor facilitates and/or participates the following:

- Attendance groups
- Monthly Attendance meetings
- Home visits
- Attendance Incentives
- phone calls to monitor attendance

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - Foosaner, Lauren	--	--	09800-1210	Counselor will work with at-risk students and groups to support increased attendance and to enhance the school's positive, inclusive, safe,	Counselor is able to meet with students who are experiencing trauma or difficulties and are removed from the classroom setting in order to have them reset and	Counselor is not available daily as the district and supplemental Title budget does not allow for a full-time counselor.	If more funds become available, they will be applied to this area to maximize the counselor's effectiveness. The counselor will lead weekly Attendance Team

## Chesterton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				and collaborative culture.	return to the classroom in order to maximize instructional time. The counselor also addresses chronic absenteeism and tardiness.	meetings (members – Counselor, Attendance Clerk, Nurse and Principal.) in order to increase daily attendance and address concerns with families of students who have chronic absences or tardiness.
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Note/Reminders (optional):

### Strategy/Activity 1

**\*Strategy/Activity - Description**

**COUNSELOR (SCHOOL CONNECTEDNESS)**

In order to target the school connectedness goal, the counselor facilitates the following activities on a school-wide basis:

- Kindness week
- Bullying prevention lessons

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - Foosaner, Lauren	0.15000	\$17,917.57	09800-1210	Counselor will work with at-risk students and	Counselor is able to meet with students who are	Counselor is not available daily as the district and	If more funds become available, they will be

## Chesterton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				groups to support increased attendance and to enhance the school's positive, inclusive, safe, and collaborative culture.	experiencing trauma or difficulties and are removed from the classroom setting in order to have them reset and return to the classroom in order to maximize instructional time. The counselor also addresses chronic absenteeism and tardiness.	supplemental Title budget does not allow for a full-time counselor.	applied to this area to maximize the counselor's effectiveness. The counselor will lead weekly Attendance Team meetings (members – Counselor, Attendance Clerk, Nurse and Principal.) in order to increase daily attendance and address concerns with families of students who have chronic absences or tardiness.
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Note/Reminders (optional):

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**GRADE LEVEL COLLABORATIONS/PLC**

Visiting teachers are funded so that teachers be released for half a day with their grade level each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$7,077.16	09800-1192	Sub release for on/off-site trainings, professional developments, or PLC	Teachers are able to attend Professional Learning Community (PLC) meetings by being released from the classroom with funds for Visiting Teachers. Teachers are then able to review data, make adjustments to instruction, and plan for future instruction.	What does not work is when visiting teachers do not pick up the absence or pick up and then drop the absence leaving the teacher unable to attend the PLC meeting with colleagues.	Staff and SSC felt the ability to meet in PLCs far outweighed the times teachers miss due to Visiting Teacher not picking up the absence and recommended that we continue the practice of having PLCs with Visiting Teacher funds available to release teachers.

Note/Reminders (optional):

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**INSTRUCTIONAL SUPPLIES**

Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Basic classroom supplies such as writing utensils and other items which facilitate instruction and completion of assigned tasks. Supplemental materials for Language Arts.	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by grade level and by curriculum areas.	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Association on what we can get in donations, how much we need to keep in reserve, as new curriculum adoptions are embarking we reserve funds to ensure we are able to purchase necessary supplemental materials.

Note/Reminders (optional):

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**GRADE LEVEL COLLABORATIONS/PLC**

Visiting teachers are funded so that teachers can meet in day-long grade-level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Provides release time for teachers to participate in full day grade level collaboration targeting EL, students with disabilities, and all other students.	Teachers are able to attend Professional Learning Community (PLC) meetings by being released from the classroom with funds for Visiting Teachers. Teachers are then able to review data, make adjustments to instruction, and plan for future instruction.	What does not work is when visiting teachers do not pick up the absence or pick up and then drop the absence leaving the teacher unable to attend the PLC meeting with colleagues.	Staff and SSC felt the ability to meet in PLCs far outweighed the times teachers miss due to Visiting Teacher not picking up the absence and recommended that we continue the practice of having PLCs with Visiting Teacher funds available to release teachers.

Note/Reminders (optional):



## Chesterton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

### Strategy/Activity 1

**\*Strategy/Activity - Description**

**INSTRUCTIONAL SUPPLIES**

Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials as necessary for mathematics.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$3,767.00	09800-4301	Basic classroom supplies such as writing utensils and other items which facilitate instruction and completion of assigned tasks. Supplemental materials Envision Math.	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by grade level and by curriculum areas.	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Foundation on what we can get in donations, how much we need to keep in reserve, as new curriculum adoptions are embarking we reserve funds to ensure we are able to purchase necessary supplemental materials.

Note/Reminders (optional):

**Goal 4- English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

An Intervention teacher is being funded to work with small intervention groups (TK - 5), which target English Learners needing more intensive support in language arts and ELD. Specifically, he will work with at-risk LTELs and newcomers. Additionally, 4th and 5th Grade Teachers are working with small intervention groups of students who are English Learners and struggling readers after school.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrm Tch Hrly		\$4,514.74	09800-1957	Supporting English Learners parents and student in understanding ELPAC, SPSA, and other informational items.	Students who are not meeting grade level standards in ELA receive interventions from a highly qualified certificated teacher. The teachers that is paid under this fund does ELPAC testing, include tracking ELPAC data and informing teachers and staff of students score and abilities. She informs the school site of students	Students cannot meet with non-classroom teacher more often due to budget constraints. Teachers do not communicate often with teacher being paid out of this resource.	When more funding is available to provide more time, they will be applied to this strategy. Teacher being paid out of these funds may be present on Wednesdays when teachers meet in monthly PLCs. During monthly PLCs the teacher will provide ELD strategies and resources

## Chesterton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					who are eligible for Reclassification	available from the Office of Language Acquisition.	
Note/Reminders (optional):							
<b>Strategy/Activity 1</b>							
<b>*Strategy/Activity - Description</b>							
<b><u>VISITING TEACHERS</u></b>							
Grade Level Professional Learning Communities occur in three different ways: Once a week, during the YMCA PLAY Program (50 minutes release once a week), and additional sub release (1 day every grading period)							
During this time teachers will review both Designated and Integrated ELD data as well as data in all content areas for English Learners. After reflecting on the data, teachers will collaborate to determine the next steps in instruction for English Learners. Furthermore, teachers will determine the need for intervention for English Learners as well.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof & Curriculum Dev Vist. Tchr.	--	--	09800-1192	Sub release for on/off-site trainings, professional developments, PLCs	Teachers are able to attend Professional Learning Community (PLC) meetings by being released from the classroom with funds for Visiting Teachers. Teachers are then	What does not work is when visiting teachers do not pick up the absence or pick up and then drop the absence leaving the teacher unable to attend the PLC meeting with colleagues.	Staff and SSC felt the ability to meet in PLCs far outweighed the times teachers miss due to Visiting Teacher not picking up the absence and recommended that we continue the

## Chesterton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					able to review data, make adjustments to instruction, and plan for future instruction.	practice of having PLCs with Visiting Teacher funds available to release teachers.
--	--	--	--	--	--	--

Note/Reminders (optional):

### Strategy/Activity 1

**\*Strategy/Activity - Description**

**SUPPLEMENTAL MATERIALS**

Funds will be utilized to purchase supplemental materials that will enhance ELD instruction.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Basic classroom supplies such as writing utensils and other items which facilitate instruction and completion of assigned tasks. Supplemental materials for Designated and Integrated English Language Development.	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by grade level and by curriculum areas.	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Association on what we can get in donations, how much we need to keep in reserve, as new curriculum adoptions are embarking we reserve funds to ensure we are able to purchase

**Chesterton Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							necessary supplemental materials.
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Note/Reminders (optional):

**Goal 5 - Students with Disabilities**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Instructional supplies may be purchased, which can be utilized to target the specific needs of students with disabilities.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Basic classroom supplies such as writing utensils and other items which facilitate instruction and completion of assigned tasks.	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by grade level and by curriculum areas.	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Association on what we can get in donations, how much we need to keep in reserve, as new curriculum adoptions are embarking we reserve funds to ensure we are able to purchase necessary supplemental materials.

Note/Reminders (optional):

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

## Chesterton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Education Specialists will co-plan with teachers during PLC time in the effort to calibrate and align instruction with the expectations of the California Core State Standards and the students' Individualized Educational Program. During the PLCs, the Education Specialist will analyze data informing the differentiated instructional support.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof & Curriculum Dev Vist Tchr	--	--	09800-1192	[no data]	Teachers are able to attend Professional Learning Community (PLC) meetings by being released from the classroom with funds for Visiting Teachers. Teachers are then able to review data, make adjustments to instruction, and plan for future instruction.	What does not work is when visiting teachers do not pick up the absence or pick up and then drop the absence leaving the teacher unable to attend the PLC meeting with colleagues.	Staff and SSC felt the ability to meet in PLCs far outweighed the times teachers miss due to Visiting Teacher not picking up the absence and recommended that we continue the practice of having PLCs with Visiting Teacher funds available to release teachers.

Note/Reminders (optional):

**Goal 7- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**GRADE LEVEL COLLABORATIONS/PLC**

Visiting teachers are funded so that teachers can meet in day-long grade-level collaboration three times a year. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof & Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting teachers for PLC.	Teachers are able to attend Professional Learning Community (PLC) meetings by being released from the classroom with funds for Visiting Teachers. Teachers are then able to review data, make adjustments to instruction, and plan for future instruction.	What does not work is when visiting teachers do not pick up the absence or pick up and then drop the absence leaving the teacher unable to attend the PLC meeting with colleagues.	Staff and SSC felt the ability to meet in PLCs far outweighed the times teachers miss due to Visiting Teacher not picking up the absence and recommended that we continue the practice of having PLCs with Visiting Teacher funds available to release teachers.

Note/Reminders (optional):



**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**LIBRARY ASSISTANT**

The library assistant is being funded to promote a love of reading by teaching students how to select books that are interesting and at their level in a library. Students are also taught how to use library resources to help them with writing reports.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst - Wentworth, Leslie	0.23750	\$8,255.15	09800-2231	Library assistant provides services to all students which encourages making good choices in self-selected reading materials, learning how to use library services, and developing a love of independent reading.	100% of students are able to check out books to have access to books at home, approximately 98% of students are able to return books and continue pattern.	When students (approximately 2%) do not return books or damage books without paying for them they cannot check out books therefore limiting their access outside of the classroom setting.	Because it is effective at 98% of students being able to access books through the library, the only modification would be to allow students who don't return books or damage them to only have them at school and not for take home purposes.

Note/Reminders (optional):

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**INSTRUCTIONAL SUPPLIES**

Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Basic classroom supplies such as writing utensils and other items which facilitate instruction and completion of assigned tasks.	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by grade level and by curriculum areas.	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Association on what we can get in donations, how much we need to keep in reserve, as new curriculum adoptions are embarking we reserve funds to ensure we are able to purchase necessary supplemental materials.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
		<p>ELPAC testing, include tracking ELPAC data and informing teachers and staff of students score and abilities. She informs the school site of students who are eligible for Reclassification</p>		<p>from the Office of Language Acquisition.</p>
<p>Area Goal 4: By June 2019, at least 70% (approx. 46 3rd graders) will meet or exceed level 38 in DRA. By June 2019, at least 70% (approx. 41 5th graders) will meet or exceed level 50 in DRA.</p>	<p>Intervention Teacher (Retired Teacher)</p>	<p>Students who are not meeting grade level standards in ELA receive interventions from a highly qualified certificated retired teacher. His scope of work includes time</p>	<p>Students cannot meet with intervention teacher more often due to budget constraints. Teachers do not communicate often with Intervention Teacher</p>	<p>When more funding is available to provide more time, they will be applied to this strategy. Intervention Teacher's schedule will accommodate to be present on Wednesdays when teachers meet in monthly PLCs. He can target time to meet specifically with 3<sup>rd</sup> grade teachers.</p>

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
	After school Tutoring	with TK – 3 <sup>rd</sup> Grade Students  Every 4-5 teacher chooses 5-8 students to work with afterschool on reading intervention strategies to support struggling readers	Not every student who is struggling has the opportunity to attend afterschool tutoring for extra support due to budget constraints.	When more funding is available to provide more time for other kids to participate, they will be applied to this strategy.
Area Goal 5: By June 2019, 100 % (approx. 452 students & families) will receive information regarding academic and citizenship progress of their children. By June 2019, at least 95% (approx. 429 students & families) will attend one or more academic events or parent meetings to increase the milestones necessary for meaningful	Supplies and Inservice Supplies (Paper and Posters, light refreshments)	Families all receive Standards Based Report Cards each Trimester and participate in Parent Teacher Conferences in the Fall and Spring. Multiple Families	Although almost every family participates in Parent Conferences for Standards Based Report Card periods, not all families participate in workshops, or family nights.	Opportunity drawings will be held at workshops and Science nights in order to incentivize more attendance.

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
graduation as measured by parent signatures on event sign-in logs.		attend events throughout the year to include Back to School Night, Parent Academic Workshops, Open House, etc.		

**Conclusion:** A narrative describing what worked or did not work and the modifications or changes that the school has made to improve the programs to address the academic needs of Title I students.

*Although students overall in grades 3-5 did not meet SBAC/CAASPP goals set in the 2018-19 SPSA they did increase .7% points in ELA. It should be noted that Chesterton is a school with 58% military families and the student groups from each year change significantly due to needs of the military and families having to change duty stations on average every three years. Because each service members assignment varies as to when they are assigned students are consistently coming and going throughout the school year. On average Chesterton's transiency rate can be as high as 20%. Teachers report that from the start of school to the end of one school year their class roster can change as much as 20% as to students assigned to their class.*

*At the beginning of the school year students are identified through various assessments (DRA, Math readiness, on-demand writing, etc...) as being not meeting standards for the fall of the current school year. These students are grouped by level and begin to attend intervention sessions with the Intervention teacher (K-3). Students in grades 4<sup>th</sup> and 5<sup>th</sup> grades also participate in afterschool tutoring with their classroom teacher. Biweekly progress monitoring occurs in order to make any reading level adjustments and then a final assessment is given at the end of the school year to track the progress students make within an entire school year. Assessment results from this intervention along with other assessments can be used in certain cases to identify students in need of more support in the form of an IEP if the student has significant delays and possibly an identified learning disability. In addition the school participated in regular Professional Learning Community (PLC) meetings where*

*teachers reviewed student work, selected formative assessments based on the Critical Concepts provided by the district, decided on lessons to teach within those Critical Concepts teachers believed students needed more support in, and continued with the cycle of learning. Students could easily be identified through this cycle of needing interventions and supports which the teacher could provide through daily small group instruction, pre-teaching vocabulary and concepts that some students would need more support in, guided reading, guided math, etc.*

*What worked?*

*Library Assistant – provided students access to reading books at home.*

*Intervention Teacher – provided intervention and support for students identified as not meeting grade level standards*

*School Counselor – provided support for students in need due to traumatic events, behavioral concerns, etc. which allowed other students in the classroom opportunities to learn without disruption and provided the students in need of support a chance to be restored in the classroom once they were ready to return to the learning environment.*

*Afterschool Reading Program – provided intervention and support for students identified as not meeting grade level standards.*

*Release Time for Teachers to Attend PLCs - provided time for teachers to meet at grade levels to look at students work, data and develop formative assessments and lessons to provide greatest access to Tier 1 instruction.*

*What did not work?*

*All planned improvement activities were implemented. None can be considered deemed ineffective. If more funds were available certain planned activities could be increased in order to attempt to provide more supports for students such as increased In School Resource Teacher or Counselor time.*

*What changes did we have and will anticipate for the coming school year?*

*No significant adjustments or changes had to be made that required a budget/expense transfer during the 2018-19 school year. Only budget transfers required due to increases in salaries due to contract negotiations were implemented during the 2018-19 school year as the Site Based Budgeting Tool only takes average salaries in positions and cannot predict the seniority level of an employee nor predict the amount of increases that can occur due to contract negotiations between the district and salaried groups. There are very few adjustments that will be made monetarily to the next year's SPSA. What may change would be non-monetary items such as instructional focus for professional development and PLC time. Unfortunately, due to budgetary constraints time allotted for PLCs will have to decrease.*