

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT CHESTERTON ELEMENTARY SCHOOL

**2022-23**

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:** Olds, Stephen

**Contact Person:** Olds, Stephen

**Position:** Principal

**Telephone Number:** 619.605.2400;

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

**E-mail Address:** solds@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:** *January 24, 2023*

**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.*

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Chesterton Elementary      PHONE: 619.605.2400      FAX: 858.571.5766  
 SITE CONTACT PERSON: Stephen Olds      E-MAIL ADDRESS: solds@sandi.net

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

- XX Title I Schoolwide Programs (SWP)       CSI School       ATSI 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 composed correctly, and 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 type="checkbox"/> | English Learner Advisory Committee (ELAC)                         | Date of presentation: 5/11/22 |
| <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 type="checkbox"/> | Site Governance Team (SGT)  | Date of presentation: 5/23/22 |
| <input type="checkbox"/> | Other (list): _____   | Date of presentation: _____   |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 5/23/22

**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.**

STEPHEN OLDS  
Type/Print Name of School Principal

JENNIFER STEINHOUR  
Type/Print Name of SSC Chairperson

KAREN CASTRO  
Type/Print Name of ELAC Representative

CHRISTINA CASILLAS  
Type/Print Name of Area Superintendent

Stephen Olds 9/27/22  
Signature of School Principal / Date

J. Steinhour 9/27/22  
Signature of SSC Chairperson / Date

Karen Castro 9/29/22  
Signature of ELAC Representative / Date

Christina Casillas 9/30/22  
Signature of Area Superintendent / Date

**Email & Submit Document with Original Signatures**  
Strategic Planning for Student Achievement Department  
Eugene Brucker Education Center, Room 3126

**Due October 7th 2022**

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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. Chesterton Elementary is committed to ensuring 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: *Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child*

LCAP GOAL 2: *Access to Broad and Challenging Curriculum*

LCAP GOAL 3: *Accelerating Student Learning With High Expectations for All*

LCAP GOAL 4: *Quality Leadership, Teaching and Learning*

LCAP GOAL 5: *Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities*

**ENGAGING EDUCATIONAL PARTNERS**

At Chesterton, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve members of our learning community to create a culture of achievement for all students. During the current school year, stakeholders were involved in the 2022-2023 budget development process via multiple meeting opportunities to discuss pertinent issues and to solicit input. These opportunities included SGT, SSC, ELAC, PTA, and staff meetings held throughout the year. In May 2022, the SSC team met to review the 2022-2023 SPSA and voted to approve all updates and revisions.

January 4, 2022: Budget surveys sent to staff and families to gather input for funding priorities for 2022-2023 school year

January 31, 2022: SSC/SGT discussed budget priorities

February 1, 2022: PTA discussed budget priorities

February 7, 2022: Budget priorities and allocations presented at Staff Meeting

February 28, 2022: SSC approved budget for 2022-2023 school year

March 15, 2022: Budget presented to ELAC

May 11, 2022: SPSA goals and programs for EL students discussed at ELAC meeting

May 23, 2022: SSC/SGT discussed and approved SPSA for 2022-2023 school year

**RESOURCE INEQUITIES**

Chesterton's root cause analysis involved examining data from the most recent CAASPP test in 2019, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data including the FAST and Fountas & Pinnell reading assessments, the DEMI math assessment, and a review of the 2021-2022 SPSA.

*Attendance:* Attendance rates at Chesterton plummeted during the 2021-2022 school year largely due to COVID-19. During the 2020-2021 school year, overall student attendance was at 97%. That fell to 91% during the 2022-2023 school year. Chronic absences also increased in every demographic area. Students with disabilities and Latinx students had the highest rates of chronic absenteeism, at 64% and 50% respectively.

*Suspensions:* The number of students suspended declined for the third consecutive year. The suspension rate at Chesterton has fallen from 3.5% of students in 2018-2019 to 0.4% of students in 2021-2022. Black, Latinx and EL students had suspension rates of 0.0% while SWD had a rate of 0.6%.

*English/Language Arts:* On the CAASPP test administered in Spring 2022, 61% of students in Grades 3-5 met the ELA standards. That number was consistent with data from the Winter 2022 FAST assessment in which 66% of students in Grades 3-5 scored at or above grade level in reading. English learners did not fare as well on state and district assessments. On the CAASPP, only 24% of EL students met the state standard in ELA. On the FAST, only 34% of EL students and 30% of SWD scored at or above grade level, leaving much room for improvement with those subgroups. We would like to see gains of 10% for both EL and SWD students in 2022-2023. In Grades TK-2, 67% of students were reading at or above grade level according to Fountas and Pinnell data from the Winter of 2022. EL and SWD students lagged in this area as well, with only 44% of EL students and 32% of SWD scoring at or above grade level. The goal is to get both of those groups of students to 50% or higher in 2022-2023. In ELA, inequities are evident in both the EL and SWD populations.

*Math:* As with ELA, there is a discrepancy in achievement amongst students at Chesterton. On the 2022 CAASPP math assessment, 62% of students overall met or exceeded the state standard in Math. However, only 39% of EL students met or exceeded the standard. That is consistent with data from the district's DEMI assessment. DEMI results are broken down into the categories of Knowledge, Application and Communication skills. Results show that 84% of the total student population was proficient or above in the Knowledge category of the DEMI in 2022. ELL students scored at 81% and black students at 91%. SWD scored significantly lower at 66%. Based on the results of the DEMI and results of the CAASPP, inequities in math exist for the EL and SWD population.

**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. Supports have been planned to target the Tier 3 interventions through hourly time (in school and after school) interventions.

**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. The social-emotional needs of our population greatly impact learning, therefore, we fund our counselor for an additional day because this position is funded by the district for two days a week. Counseling intervention seems to be effective in reducing severe behavior incidents (see suspension information above). We also have a guidance assistance on campus for two days a week. In 2022-2023, we will be using Title 1 funds to pay for a 0.6 resource teacher to assist with the literacy needs of students at risk, particularly in grades K-2. We also fund an hourly classroom teacher to serve as the EL coordinator who works on ELPAC assessment and English Learner compliance. She also chairs the ELAC. Additionally, we provide enough funds for our library technician to keep the library open four days a week.

**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 lack of visiting teachers severely limited the number of professional development and PLC opportunities for teachers in 2021-2022. Most collaboration time was limited to our minimum days. Due to the inconsistencies with using visiting teachers for professional learning release time, we will be using Title 1 funds to participate in the VAPA AEP program in 2022-2023. Teachers will get to meet with grade level colleagues seven times over the course of the year (1/2 day PLCs) for the purpose of collaborating on data analysis, assessment and planning. The focus of the PLC time is to plan and develop ELD instruction based on data analysis.

**Needs Assessment:**

A needs assessment was given to certificated and classified staff, as well as to the Chesterton community in January 2022. Respondents were asked to prioritize the needs of the school. The results can be seen below, with the percentage being the number of respondents who rated that issue as being a high priority:

***STAFF:***

Small group instruction for ELA and Math = 86%

Small group instruction for EL = 79%

Noon duty supervision = 71%

Additional counseling = 57%

***COMMUNITY:***

Educational materials = 76%

Books for classrooms = 73%

Small group instruction = 69%

Additional counseling = 69%

Professional development = 64%

Funding for arts instruction = 64%

**Title 1 and LCFF Evaluation**

-Counselor--Successfully met with student groups, followed up on students with attendance issues; needs to be more proactive with attendance in 2022-2023. Counselor will meet bi-weekly as part of attendance intervention team with admin, school nurse and school clerk.

-Professional Learning Communities--Limited effectiveness due to shortage of visiting teachers; VAPA AEP program should provide more consistency for collaboration with 7 half-day PLCs on the calendar for the 2022-2023 school year.

-Supplies--Students had access to supplies which allowed for full participation in programs and interventions

-Non Classroom Teacher Hourly--EL coordinator conducted ELPAC Testing and interventions; successful after school tutoring program in Grades 3-5.

-Library Assistant --Library Assistant managed the library to ensure students have access to text at their level and interest; book clubs would be a great addition to the duties of this position

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Betina Gonzales	Parent
Michael Chicocorrea	Parent
Derek Hall	Parent
Sarah Schmidt	Parent
Carlton Sells	Parent
Melody Hobday	Other School Representative
Brandon Martinez	Teacher
Kristi Ramos	Teacher
Jennifer Steinhour	Teacher
Stephen Olds	Principal



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

**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District**

**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.

Black Youth: Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2021-22**

**\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

To address chronic absenteeism at Chesterton, our approach includes on-going, collaborative monitoring of attendance, regular communication with families, and practices to foster connection and inclusion within the classroom and across the school community. We have regular 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 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

As with many other schools in San Diego Unified, COVID-19 negatively impacted Chesterton's attendance rates for the 2021-2022 school year. The overall attendance rate fell from 97% in 2020-2021 to 91% in 2021-2022. Chronic absences also skyrocketed with 40% of students being identified as chronically absent. That is up from only 5% in the previous year. Chronic absences affected all demographics at Chesterton: White students 41%, black

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students 30%, Latinx students 50%, EL students 34% and SWD 64%. County and district quarantine policies resulted in a number of students staying home for 10 days of school at a time due to exposure to COVID-19.

### \*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Due to COVID-19, connection and inclusion is more important than ever in creating a safe and inclusive culture for our students. During the 2020-2021 school year, teachers started the Responsive Classroom practice of Morning Meetings and these meetings implemented via Zoom in TK-5 across campus to help ensure daily synchronous whole group student connection. The practice will be continued in 2022-2023. Although COVID-19 is still a factor in attendance, we hope to bring the number of chronically absent students down to under 10% in all demographic categories. Our counselor, guidance assistant, administrator and school clerk will meet frequently to monitor attendance rates and follow up with students missing an excessive number of school days.

### \*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 60%

Attendance data for 2021-2022 shows that the following subgroups were chronically absent during the 2021-2022 school year:

Black students, Latinx students, White students, English learners, Students with disabilities

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Attendance--All students	91	95	Attendance	Weekly
June 2023	UTK-5	Connection & Inclusion	0.4%	>1%	Suspension	Annually
June 2023	Grade 5	Connection & Inclusion	40%	60%	CAL-SCHLS (CHKS)	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Black or African American	reduce chronic absenteeism	30%	10%	Chronic Absenteeism	Annually
June 2023	TK-5	English Learner	reduce chronic absenteeism	34%	10%	Chronic Absenteeism	Annually
June 2023	TK-5	White	reduce chronic absenteeism	41%	10%	Chronic Absenteeism	Annually

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June 2023	TK-5	Hispanic or Latino	reduce chronic absenteeism	50%	10%	Chronic Absenteeism	Annually
June 2023	TK-5	Students with Disabilities	reduce chronic absenteeism	64%	10%	Chronic Absenteeism	Annually

### Supporting Black Youth - Additional Goals

✓ Chesterton's Site Equity Team will meet on a regular basis to identify inequities and discuss possible approaches to addressing those issues.

### 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
- Telephone calls to monitor attendance

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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

1. Regular 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. Strategies will be 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
- Interventions as needed with individuals or groups of students

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00611X	School Counselor -	0.20000	\$17,908.60	\$26,168.25	0061-30100-00-1210-3110-0000-01000-3999	Title I Basic Program	[no data]		Attendance monitoring and interventions with students.
N00613B	Counselor Hrly		\$4,000.00	\$4,952.40	0061-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		Counselor will provide support to families and students to improve student attendance.

**\*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

## **LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All**

### **Call to Action Belief Statements**

**ELA:** 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.

**Math:** 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.

**English Learners:** 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.

**Students with Disabilities: 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.

**Graduation/Promotion Rate:** 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

**Annual Review of This Goal: SPSA Reviewed 2021-22**

**\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

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

- FAST reading scores in Grades 3-5 held steady at **66%** of students reading at or above grade level
- FAST EL reading scores **34%** of students in Grades 3-5 reading at or above grade level
- FAST SWD reading scores **30%** of students in Grades 3-5 reading at or above grade level

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Professional development opportunities were limited due to COVID-19 and the shortage of visiting teachers. CAASPP testing was paused for two years, so the school has no recent comparable data for that assessment. FAST scores are being used in place of CAASPP. CAASPP testing will resumed in the Spring of 2022.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Student attendance became an influential factor and contributor to learning loss during the 2021-2022 school year. As note earlier, attendance numbers were down across all demographic groups. Chronic absences became a significant issue. Reading scores were flat from year to year. We hope that improved attendance and the resumption of professional development results in improved literacy scores for Chesterton students.

**\*Identified Need - English Language Arts**

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

- Almost **67%** of students in Grades TK-2 are reading at grade level according to Winter 2022 Fountas & Pinnel assessment data.
- **33%** of SWD were reading at grade level and **45%** of English learners were reading at grade level according to the same data.
- Grade 3-5 data shows that **66%** of students were meeting or exceeding standards according to the Winter 2022 FAST assessment.
- **30%** of SWD in grades 3-5 were reading at grade level according the Winter 2022 FAST assessment.
- **34%** of English learners in grades 3-5 were reading at grade level according the Winter 2022 FAST assessment.

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The data for the FAST assessment is consistent with SBAC from previous years:  
SBAC Scores 2016-2019

Year	% of students who exceed standard	% of students who met standard	% of students who nearly met standard	% of students who did not meet standard
2019	50	32.1	7.1	10.7
2018	30.6	38.8	20.4	10.2
2017	40	36.7	16.7	6.7
2016	40.6	28.1	18.8	12.5

### \*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Meets or Exceeds the Standard	66	71	FAST aReading	Annually
June 2023	TK-2	Meets or Exceeds Grade-Level Expectations	67	72	Fountas and Pinnel	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK - 2	Students with Disabilities	Will increase the percentage of students at or above grade-level	33	38	Fountas and Pinnel	Annually
June 2023	3rd - 5th	Students with Disabilities	Will increase the amount of students meeting or exceeding the standards	30	35	FAST aReading	Annually
June 2023	TK - 2	English Learner	Will increase the percentage of students at or	45	50	Fountas and Pinnel	Annually

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June 2023	3rd - 5th	English Learner	above grade-level Will increase the amount of students meeting or exceeding the standards	34	39	FAST aReading	Annually
June 2023	TK - 2	Black or African American	Will increase the amount of students meeting or exceeding the standards	75	80	Fountas and Pinnel	Annually
June 2023	3rd - 5th	Black or African American	Will increase the amount of students meeting or exceeding the standards	71	76	FAST aReading	Annually

### \*Identified Need - Math

The following data served as the basis for our goals:

- On the last SBAC test in 2019, 63.7% of students in Grades 3-5 met or exceeded grade level standards. Comparatively, only 24.1% of students in Special Education and 32.1% of students who were English Learners met or exceeded grade level standards in math.

More recent data comes from the DEMI assessment given in 2021-2022 to students in Grades 3-5:

All Students	Knowledge	Application	Communication
Evidence of Strength	24%	19%	7%
Evidence of Proficiency	60%	61%	54%
Incomplete Evidence	15%	19%	38%
EL Students	Knowledge	Application	Communication
Evidence of Strength	20%	20%	6%
Evidence of Proficiency	61%	61%	53%
Incomplete Evidence	20%	18%	39%
Students in Special Ed	Knowledge	Application	Communication
Evidence of Strength	12%	8%	0%
Evidence of Proficiency	54%	73%	50%



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<b>Incomplete Evidence</b>	35%	19%	50%
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**\*Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Meet or Exceed	64%	70%	CAASPP Math	Annually
June 2023	3-5	Proficiency or higher	84%	90%	DEMI	Bi-Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Will Meet or Exceed the Standard	32%	45%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Will meet or Exceed the Standards	24%	35%	CAASPP Math	Annually
June 2022	3-5	Black or African American	Will meet or Exceed the Standards	78%	80%	CAASPP Math	Annually
June 2023	TK-5	English Learner	Will meet or Exceed the Standards	81%	85%	DEMI	Annually
June 2023	TK-5	Students with Disabilities	Will meet or Exceed the Standards	66%	70%	DEMI	Annually
June 2023	TK-5	Black or African American	Will meet or Exceed the Standards	91%	95%	DEMI	Annually

**\*Identified Need - English Learners**

During the 2021-2022 school year, there were 81 students classified as English Learners at Chesterton.

- 23 students grew at least one proficiency level on the ELPAC.
- 18 students remained at the same proficiency level on the ELPAC
- 5 students dropped one proficiency level on the ELPAC
- The remaining 35 students have only taken the Summative ELPAC one time so there is no growth comparison data available.

Reclassification data shows that we were able to reclassify **100%** (15/15) of our eligible candidates for reclassification in 2021-2022.

## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

2020-21 EL DATA RECLASSIFICATION							
Chesterton	Potential RFEP Candidates	Alternative Criteria Profile (Y)	Approved RFEP Profiles	% RFEPed	Goal 100%		
	15		15	100%	<b>Met</b>		
*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	English Learner	Reclassification of Eligible Students	90%	100%	Reclassification Rates	Annually
*Identified Need - Graduation/Promotion Rate							
In Grades TK-2, 45% of EL students scored at or above grade level in reading on the Winter 2022 Fountas & Pinnel assessment.							
In Grades 3-5, 34% of EL students scored at or above grade level in the Winter 2022 FAST assessment.							
*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	TK-2	Will Meet or Exceed the Standard in ELA	67	75	Fountas and Pinnel	Annually	
June 2023	3-5	Will Meet or Exceed the standard in ELA	66	75	Grade 5 ELA Reading	Annually	
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-2	English Learner	At grade level or above	45	55	Fountas and Pinnel	Annually
June 2023	3-5	English Learner	At grade level or above	34	40	FAST aReading	Annually
June 2023	TK-2	Students with Disabilities	At or above grade level	33	40	Fountas and Pinnel	Annually
June 2023	3-5	Students with Disabilities	Will meet or exceed the standard	30	40	FAST aReading	Annually
June 2023	TK-2	Black or African American	Will meet or exceed the standard	75	90	Fountas and Pinnel	Annually

## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3-5	Black or African American	Will meet or exceed the standard	71	90	FAST aReading	Annually
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### Optional School Goal(s)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

### 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. In 2022-2023, Chesterton will be participating in the VAPA AEP program to provide collaboration time for teachers.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0061A0	Prof&Curriclm Dev Vist Tchr		\$12,300.00	\$15,228.63	0061-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Used for collaboration time.
N0061A3	Interprogram Svcs/VAPA		\$26,000.00	\$26,000.00	0061-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]		Monthly PLC time for teachers.

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

### 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	FTE	Estimated	Total Estimated Salary	Funding Source	Funding	LCFF	Reference	Rationale
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## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Expenditures		Salary/Non Salary Cost	With Benefits/Non Salary cost	Budget Code	Source	Student Group		
F00611Y	Inschool Resource Tchr -	0.40000	\$39,566.40	\$62,209.88	0061-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource teacher for literacy intervention.
F00611Z	Inschool Resource Tchr -	0.20000	\$19,783.20	\$31,104.95	0061-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Resource teacher for literacy intervention

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

### 4/5 Intervention

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

English Learners and Struggling Readers

**\*Strategy/Activity - Description**

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.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00615R	Classroom Teacher Hrly		\$13,000.00	\$16,095.30	0061-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		After school tutoring

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

### Supplemental Materials

**\*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.

## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00615Z	Supplies		\$13,876.00	\$13,876.00	0061-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional supplies for unduplicated students

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

**Instructional Leadership Team**

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

All students will benefit.

**\*Strategy/Activity - Description**

Instructional Leadership team will meet once a month for 8 monthly to analyze schoolwide programs and curriculum.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N006113	Non Clsrm Tchr Hrly		\$4,000.00	\$4,952.40	0061-09800-00-1957-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Collaboration time for ILT members

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

**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.

## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0061A2	Prof&Curriclm Dev Vist Tchr		\$2,500.00	\$3,095.25	0061-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Funds for PLC time

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

**Supplemental Materials**

**\*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. They also include purchasing supplemental materials as necessary for mathematics.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00613G	Supplies		\$1,110.00	\$1,110.00	0061-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional materials for unduplicated students
N00614Y	Supplies		\$1,944.00	\$1,944.00	0061-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt	[no data]		Instructional materials for unduplicated students

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

**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, they will work with at-risk LTELS and newcomers. Additionally, 3rd through 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	FTE	Estimated	Total Estimated	Funding	Funding	LCFF	Reference	Rationale
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## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	<b>Expenditures</b>		<b>Salary/Non Salary Cost</b>	<b>Salary With Benefits/Non Salary cost</b>	<b>Source Budget Code</b>	<b>Source</b>	<b>Student Group</b>		
N0061A1	Other Support Prsnl PARAS Hrly		\$1,500.00	\$2,055.15	0061-09800-00-2281-2490-0000-01000-0000	LCFF Intervention Support	English Learners		Support for classroom intervention
N0061A5	PullOut/Push in Hrly		\$3,700.00	\$4,580.97	0061-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	[no data]		Support for classroom instruction
	Classroom Teacher Hrly				0061-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N00615R	After school tutoring

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

**PLC Planning**

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

English Learners

**\*Strategy/Activity - Description**

**VISITING TEACHERS**

Grade Level Professional Learning Communities occur on eight half-days each year.

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.

We will work with the OLA to implement a consistent and effective dELD program at each grade level.

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

<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
	Interprogram Svcs/VAPA				0061-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0061A3	Monthly PLC time

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

**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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0061-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N00613G	Instructional supplies for unduplicated students
	Supplies				0061-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N00614Y	Instructional supplies for unduplicated students

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

**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**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0061A7	Equipment Non Capitalized		\$2,000.00	\$2,000.00	0061-09800-00-4491-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support for classroom instruction



## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Supplies				0061-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N00615Z	Instructional materials
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**\*Additional Supports for this Strategy/Activity**

**PLC Planning**

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

Students with disabilities

**\*Strategy/Activity - Description**

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**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Currielm Dev Vist Tchr				0061-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0061A0	PLC planning time

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

- A co-teaching model will be piloted in two classrooms this year. Special Education staff will push into these classrooms during Language Arts to provide small group instruction.

- Small group support from education specialist and support staff will be in the form of push-in or pull-out groups.

**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.

## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary 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	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0061A0	PLC Planning time

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

### Strategy/Activity 1

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

Black youth and mixed race students will benefit from interventions.

**\*Strategy/Activity - Description**

Classroom teacher hourly to provide small group instruction during the school day (K-3) and after school (3-5).

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00614R	Non Clsrn Tchr Hrly		\$4,000.00	\$4,952.40	0061-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Small group instruction
N0061A6	PullOut/Push in Hrly		\$3,700.00	\$4,580.97	0061-30106-00-1159-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Support for classroom interventions

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

### 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 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.

## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0061-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0061A3	VAPA teachers will provide monthly release time for grade level teams to collaborate.
*Additional Supports for this Strategy/Activity									
Small Group Intervention TK-3									
*Students to be served by this Strategy/Activity									
TK - 3 students									
*Strategy/Activity - Description									
<u>INTERVENTION TEACHER</u>									
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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0061-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F00611Y	Resource teacher for literacy intervention
*Additional Supports for this Strategy/Activity									
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									

## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary 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	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N00615R	After school tutoring

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

**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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F006120	Library Asst -	0.20751	\$6,251.65	\$8,580.90	0061-09800-00-2231-2420-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Library tech
F006121	Library Asst -	0.03001	\$904.11	\$1,240.96	0061-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	[no data]		Library tech

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

**LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools**

**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 2021-22**

**\*Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

**IMPLEMENTATION**

In the 2021-2022 SPSA, our goal was to effectively communicate with all parents regarding student progress. We have done so through parent meetings, report cards, and parent/teacher conferences in the fall and spring. Teachers also use Class Dojo to communicate with parents, as well as online platforms such as Google Classroom. Administration sent out a weekly email to families on Sunday afternoons via School Messenger.

Information was also communicated to families using the marquee and school website.

Parent workshops and other on-campus events were suspended due to COVID-19 restrictions.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Distance learning required families to engage in school events and meetings via ZOOM. Meetings like ELAC and SSC were successful via Zoom . Parent communication increased via social media as well as communication apps like Class Dojo. The ability to text and communicate with families throughout the day was positive.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

As COVID-19 restrictions ease, we are hoping to open the school for in-person gatherings such as Back to School Night in September and Open House

## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

in the spring. We will also start holding meetings on campus, such as parent/teacher conferences, SSC and PTA.

### \*Identified Need

The most recent data from the California Healthy Kids Survey (CHKS) is from the spring of 2019. Responses in this section are largely based on that data. As more recent CHKS data is collected, we will use that to inform our decisions regarding family engagement. We would like to increase the number of families that agree or strongly agree that they have input in schoolwide decision making. On the 2019 CHKS, the combined percentage of parents who agreed or strongly agreed with that statement was 84%. We would like to increase that to 94% in 2022.

### \*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Parents/guardians will feel that the school actively seeks the input of parents before making important decisions	84	94	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Parents/guardians will feel 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%	CAL - SCHLS (CSPS)

### \*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Parents/guardians will feel 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

## Increase Family Communication

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

ALL Families of Chesterton Elementary students.

### \*Strategy/Activity - Description

#### FAMILY COMMUNICATION

The school will encourage parent participation in school activities through the following strategies:

- Weekly emails to Chesterton families via School Messenger
- Regular "Cheetah Chats" with the Principal
- Site developed communications will occur in Spanish, English and Vietnamese when possible

## Chesterton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- An accessible school calendar
- Automated phone calls for attendance
- Marquee announcing upcoming events
- Flyers and letters home
- Communication by teachers
- School Website
- Scheduling meetings and events at times that are convenient for the greatest number of parents
- Providing childcare and translation services for on site meetings once COVID-19 restrictions are lifted

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00614Z	Other Support Prsnl PARAS Hrly		\$300.00	\$411.03	0061-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Support for parent involvement
N00616A	Inservice supplies		\$350.00	\$350.00	0061-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Support for parent involvement
N00616K	Supplies		\$1,259.00	\$1,259.00	0061-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Support for parent involvement

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

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

**Strategy Parent Development and Engagement**

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

All families will benefit.

**\*Strategy/Activity - Description**

Promote the involvement of families in school meetings like SSC, ELAC, SGT, as well as engaging in skill building meetings.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N006164	Interprogram Svcs/Duplicating		\$500.00	\$500.00	0061-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Support for parental involment
N006190	Postage Expense		\$250.00	\$250.00	0061-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Support for parental involvement

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

**Increase Family Communication**



## **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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 132,128
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 237,498

## 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)	\$ 53,725
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 53,725

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)	\$ 51,645
[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): \$ 51,645

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 237,498

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Chesterton Elementary	09800 LCFF Intervention Support	Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	6,251.65	0.2075	\$6,251.65
Chesterton Elementary			3000 Benefits			0	\$2,329.25
Chesterton Elementary		<b>Library Asst Total</b>				<b>0.2075</b>	<b>\$8,580.90</b>
Chesterton Elementary		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	12,300.00	0	\$12,300.00
Chesterton Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	8,000.00	0	\$8,000.00
Chesterton Elementary			2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	1,500.00	0	\$1,500.00
Chesterton Elementary			3000 Benefits			0	\$5,388.58
Chesterton Elementary			4301 Supplies	Supplies	13,876.00	0	\$13,876.00
Chesterton Elementary			4491 Equipment Non Capitalized	Equipment Non Capitalized	2,000.00	0	\$2,000.00
Chesterton Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$43,064.58</b>
Chesterton Elementary	<b>09800 LCFF Intervention Support Total</b>					<b>0.2075</b>	<b>\$51,645.48</b>
Chesterton Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	39,566.40	0.4	\$39,566.40
Chesterton Elementary			3000 Benefits			0	\$22,643.48
Chesterton Elementary		<b>Inschool Resource Tchr Total</b>				<b>0.4</b>	<b>\$62,209.88</b>
Chesterton Elementary		Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	904.11	0.03	\$904.11
Chesterton Elementary			3000 Benefits			0	\$336.85
Chesterton Elementary		<b>Library Asst Total</b>				<b>0.03</b>	<b>\$1,240.96</b>
Chesterton Elementary		School Counselor	1210 Counselor	Counselor	17,908.60	0.2	\$17,908.60
Chesterton Elementary			3000 Benefits			0	\$8,259.65
Chesterton Elementary		<b>School Counselor Total</b>				<b>0.2</b>	<b>\$26,168.25</b>
Chesterton Elementary		(blank)	1159 PullOut/Push in Hrly	PullOut/Push in Hrly	3,700.00	0	\$3,700.00
Chesterton Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	2,500.00	0	\$2,500.00
Chesterton Elementary			1260 Counselor Hrly	Counselor Hrly	4,000.00	0	\$4,000.00
Chesterton Elementary			3000 Benefits			0	\$2,428.62
Chesterton Elementary			4301 Supplies	Supplies	1,110.00	0	\$1,110.00
Chesterton Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	26,000.00	0	\$26,000.00
Chesterton Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$39,738.62</b>
Chesterton Elementary	<b>30100 Title I Basic Program Total</b>					<b>0.63</b>	<b>\$129,357.71</b>
Chesterton Elementary	30103 Title I Parent Involvement	(blank)	2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	300	0	\$300.00
Chesterton Elementary			3000 Benefits			0	\$111.03
Chesterton Elementary			4301 Supplies	Supplies	1,259.00	0	\$1,259.00
Chesterton Elementary			4304 Inservice supplies	Inservice supplies	350	0	\$350.00
Chesterton Elementary			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	500	0	\$500.00
Chesterton Elementary			5920 Postage Expense	Postage Expense	250	0	\$250.00
Chesterton Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$2,770.03</b>
Chesterton Elementary	<b>30103 Title I Parent Involvement Total</b>					<b>0</b>	<b>\$2,770.03</b>
Chesterton Elementary	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	19,783.20	0.2	\$19,783.20
Chesterton Elementary			3000 Benefits			0	\$11,321.75
Chesterton Elementary		<b>Inschool Resource Tchr Total</b>				<b>0.2</b>	<b>\$31,104.95</b>
Chesterton Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	13,000.00	0	\$13,000.00
Chesterton Elementary			1159 PullOut/Push in Hrly	PullOut/Push in Hrly	3,700.00	0	\$3,700.00
Chesterton Elementary			3000 Benefits			0	\$3,976.27
Chesterton Elementary			4301 Supplies	Supplies	1,944.00	0	\$1,944.00
Chesterton Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$22,620.27</b>
Chesterton Elementary	<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>					<b>0.2</b>	<b>\$53,725.22</b>

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**



**San Diego Unified**  
SCHOOL DISTRICT

**Stephen Olds**  
CHESTERTON ELEMENTARY SCHOOL  
Phone – 619-605-2400  
Fax – 858-571-5766  
Email – solds@sandi.net

### **TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023**

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). Parents are notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy is updated periodically and made available to the local community. (ESSA Section 1116[b][1])

- Members of the School Site Council review, give input, and approve the Parent and Family Engagement Policy annually prior to distribution in the fall.
- The annual Title I parent meeting will be held in October.
- A copy of the Parent and Family Engagement Policy is sent home in November in English, Spanish and Vietnamese.
- Copies are 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. It is presented in English, with Vietnamese and Spanish translation provided if needed.
- Back To School Night held annually in September.
- Winter Parent/Teacher Conferences held in November or December.
- Spring Parent/Teacher Conferences held in March.
- Open House held in April or May.
- Parents have access to teachers most days after school or through Class Dojo and email.

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]). Parent involvement is achieved through:

- 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]). Information is provided through:

- 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
- Ongoing 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]). The school provides this information through Back to School Night and parent meetings focused on these topics, such as an annual review of ELPAC and SBAC scores (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]) through School Site Council and Site 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 through the following means(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]) by providing regular materials distribution and parent classes (when COVID restrictions are lifted).

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]). This is achieved through:

- Professional Development
- Professional Learning Communities (PLCs)
- Grade level planning and calibration meetings

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]). This is achieved through:

- 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]). This is achieved through:

- School Bulletins
- Weekly School Messenger updates to the community
- “Cheetah Chat” parent/principal meetings
- 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]). This is achieved through:

- Volunteer opportunities for parents/families (when COVID restrictions are lifted)
- Parent Classes (when COVID restrictions are lifted)
- Back to School Night
- Fall and spring parent/teacher 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]). This is achieved through:

- Annual Title I meeting each fall
- Monthly ELAC meetings
- Weekly parent e-blasts via School Messenger



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 through a Google survey form for parent input.

This policy was adopted by Chesterton Elementary on May 23, 2022, and will be in effect for the period of the school year 2022-2023.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: September 30, 2022.

Stephen Olds, Principal

Date: May 23, 2022

**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Financial Planning and Development  
**Strategic Planning for Student Achievement Department**

**CHESTERTON ELEMENTARY**

**TITLE I SCHOOL PARENT COMPACT**

This School Parent Compact is in effect for the school year 2022-2023.

*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 addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

- To provide high-quality curriculum and instruction and the ways in which 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, family members and teachers through 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]).

Examples of how Chesterton Elementary implements the Parent Compact Provisions:

- Our school, with support from the district, provides a high quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the California State Standards.
- We provide a safe and positive learning environment for all students, families and community members.
- We provide opportunities for parents to volunteer, to observe classroom activities, and to participate in site decision-making committees.
- We communicate with parents through frequent reports on their child's progress, such as with parent phone calls, PowerSchool Parent Portal, School Messenger, Progress and Report Cards, fall and spring parent conferences, Class Dojo and email.
- Teachers and administrators meet regularly to learn research-based instructional practices, design effective common lesson plans and develop common assessments that measure student progress.
- Teachers learn through discussions, observations of practice, feedback and monitoring from each other during regular Professional Learning community meetings

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 the following ways:

- Providing opportunities for parents to participate in decision-making committees, such as School Site Council (SSC), District Advisory Council (DAC), English Learners Advisory Committee (ELAC), and Site Governance Team (SGT).
- An annual budget review held in October
- Back to School Night held in September

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 the following ways:

The school provides 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 through Back to School Nights, ongoing classroom communication and parent conferences. With the guidance of the School Site Council, Site Governance, English Learners Advisory Committee and other school advisory groups, parents and family members are provided assistance in understanding standardized testing assessments, how to monitor their student's achievement through annual state testing as well as through the Parent Portal on PowerSchool. Teachers provide a daily or weekly schedule to all parents, classroom expectations, and materials and supplies to support student learning. Information is posted on the school's website including ways in which parents and families can support student learning. Our school provides parents

with access to Power School's Parent Portal and teacher email so that progress can be monitored on a consistent and ongoing basis.

With the guidance of 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 through monthly staff meetings and our instructional leadership team. A school counselor is available for student concerns, setting goals, providing referrals to district and community referrals, mentoring students, and providing appropriate needs for all students. The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand. All information is posted online on the school website, announced through School Messenger, phone and email messages during the week as reminders. When a family needs to communicate in a language other than English, we provide translation. District assistance with other languages is utilized as needed. The school provides support for parent and family member involvement as requested. If family members need special assistance because of disabilities or need translation services, the assistance is provided by the school. The school provides opportunities for the participation of all 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. Support is provided to all families with limited English proficiency, disabilities and migrant students through the use of PowerSchool, progress reports, emails, phone messages, and in written material as well as being reviewed during monthly parent meetings such as English Language Advisory Committee. This Compact was adopted by the School Site Council on May 23, 2022 and will be in effect for the period of the school year 2022-2023.

Signature of authorized official

Date Approved: May 23, 2022

## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes 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. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	199	71.4	176	68.8	175	66.3	199	66.8	198	61.6	-9.8	-5.2	199	68.8	177	80.2	175	72.0	198	63.6	198	61.6	-7.2	-2.0
Female	92	81.5	82	78.0	87	74.7	103	76.7	94	62.8	-18.7	-13.9	92	64.1	82	81.7	87	72.4	103	62.1	94	60.6	-3.5	-1.5
Male	107	62.6	94	60.6	88	58.0	96	56.3	104	60.6	-2.0	4.3	107	72.9	95	78.9	88	71.6	95	65.3	104	62.5	-10.4	-2.8
African American	13	53.8	16	75.0	18	55.6	14	78.6	14	50.0	-3.8	-28.6	13	53.8	16	81.3	18	55.6	14	71.4	14	64.3	10.5	-7.1
Asian	3	-	3	-	2	-	45	68.9	65	58.5	-	-10.4	3	-	3	-	2	-	45	68.9	65	67.7	-	-1.2
Filipino	4	-	1	-	0	-	8	-	8	-	-	-	4	-	1	-	0	-	8	-	8	-	-	-
Hispanic	47	63.8	40	65.0	48	62.5	59	64.4	40	37.5	-26.3	-26.9	47	59.6	40	77.5	48	66.7	59	61.0	40	37.5	-22.1	-23.5
Native American	1	-	3	-	3	-	0	-	2	-	-	-	1	-	3	-	3	-	0	-	2	-	-	-
Pacific Islander	3	-	0	-	1	-	1	-	1	-	-	-	3	-	0	-	1	-	1	-	1	-	-	-
White	54	75.9	45	64.4	45	75.6	55	70.9	50	82.0	6.1	11.1	55	67.3	46	76.1	45	80.0	55	70.9	50	70.0	2.7	-0.9
Multiracial	22	81.8	23	78.3	20	50.0	17	52.9	18	77.8	-4.0	24.9	21	76.2	23	73.9	20	60.0	16	31.3	18	72.2	-4.0	40.9
English Learner	26	26.9	19	26.3	25	32.0	28	35.7	36	25.0	-1.9	-10.7	26	34.6	19	68.4	25	52.0	28	32.1	36	38.9	4.3	6.8
English-Speaking	173	78.0	157	73.9	150	72.0	171	71.9	162	69.8	-8.2	-2.1	173	74.0	158	81.6	150	75.3	170	68.8	162	66.7	-7.3	-2.1
Reclassified†	33	93.9	44	88.6	37	78.4	44	84.1	34	73.5	-20.4	-10.6	33	87.9	44	93.2	37	89.2	44	88.6	34	73.5	-14.4	-15.1
Initially Eng. Speaking	140	74.3	113	68.1	113	69.9	127	67.7	128	68.8	-5.5	1.1	140	70.7	114	77.2	113	70.8	126	61.9	128	64.8	-5.9	2.9
Econ. Disadv.*	117	66.7	102	62.7	103	62.1	106	60.4	141	59.6	-7.1	-0.8	116	62.9	102	75.5	103	68.0	106	57.5	141	61.0	-1.9	3.5
Non-Econ. Disadv.	82	78.0	74	77.0	72	72.2	93	74.2	57	66.7	-11.3	-7.5	83	77.1	75	86.7	72	77.8	92	70.7	57	63.2	-13.9	-7.5
Gifted	67	77.6	50	86.0	31	71.0	36	91.7	11	90.9	13.3	-0.8	66	87.9	50	88.0	31	90.3	36	83.3	11	81.8	-6.1	-1.5
Not Gifted	132	68.2	126	61.9	144	65.3	163	61.3	187	59.9	-8.3	-1.4	133	59.4	127	77.2	144	68.1	162	59.3	187	60.4	1.0	1.1
With Disabilities	16	12.5	19	26.3	22	18.2	29	27.6	29	20.7	8.2	-6.9	16	18.8	19	36.8	22	27.3	29	24.1	29	20.7	1.9	-3.4
WO Disabilities	183	76.5	157	73.9	153	73.2	170	73.5	169	68.6	-7.9	-4.9	183	73.2	158	85.4	153	78.4	169	70.4	169	68.6	-4.6	-1.8
Homeless	2	-	4	-	3	-	4	-	3	-	-	-	2	-	4	-	3	-	4	-	2	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	98	75.5	72	75.0	82	73.2	93	69.9	91	69.2	-6.3	-0.7	98	69.4	73	82.2	82	75.6	92	64.1	31	61.3	-8.1	-2.8

\* 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.



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	67	65.7	58	69.0	66	65.2	0	-	76	56.6	-9.1	-	68	67.6	58	77.6	66	66.7	78	66.7	76	68.4	0.8	1.7
Female	29	75.9	27	85.2	34	76.5	0	-	39	61.5	-14.4	-	29	62.1	27	85.2	34	67.6	41	63.4	39	71.8	9.7	8.4
Male	38	57.9	31	54.8	32	53.1	0	-	37	51.4	-6.5	-	39	71.8	31	71.0	32	65.6	37	70.3	37	64.9	-6.9	-5.4
African American	3	-	7	-	4	-	0	-	5	-	-	-	3	-	7	-	4	-	7	-	5	-	-	-
Asian	2	-	0	-	1	-	0	-	32	56.3	-	-	2	-	0	-	1	-	22	68.2	32	68.8	-	0.6
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	4	-	1	-	-	-
Hispanic	18	72.2	18	66.7	22	59.1	0	-	14	21.4	-50.8	-	18	61.1	18	72.2	22	63.6	21	66.7	14	42.9	-18.2	-23.8
Native American	0	-	2	-	1	-	0	-	1	-	-	-	0	-	2	-	1	-	0	-	1	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
White	19	68.4	11	63.6	18	83.3	0	-	18	83.3	14.9	-	20	75.0	11	81.8	18	83.3	20	75.0	18	83.3	8.3	8.3
Multiracial	8	-	8	-	8	-	0	-	5	-	-	-	8	-	8	-	8	-	3	-	5	-	-	-
English Learner	12	33.3	13	38.5	13	23.1	0	-	20	30.0	-3.3	-	12	33.3	13	76.9	13	53.8	11	27.3	20	45.0	11.7	17.7
English-Speaking	55	72.7	45	77.8	53	75.5	0	-	56	66.1	-6.6	-	56	75.0	45	77.8	53	69.8	67	73.1	56	76.8	1.8	3.7
Reclassified†	0	-	12	100.0	7	-	0	-	12	83.3	-	-	0	-	12	100.0	7	-	18	88.9	12	100.0	-	11.1
Initially Eng. Speaking	55	72.7	33	69.7	46	73.9	0	-	44	61.4	-11.3	-	56	75.0	33	69.7	46	67.4	49	67.3	44	70.5	-4.5	3.2
Econ. Disadv.*	38	60.5	41	65.9	40	62.5	0	-	58	56.9	-3.6	-	38	52.6	41	75.6	40	65.0	41	61.0	58	69.0	16.4	8.0
Non-Econ. Disadv.	29	72.4	17	76.5	26	69.2	0	-	18	55.6	-16.8	-	30	86.7	17	82.4	26	69.2	37	73.0	18	66.7	-20.0	-6.3
Gifted	22	68.2	17	88.2	4	-	0	-	11	90.9	22.7	-	22	81.8	17	82.4	4	-	14	71.4	11	81.8	0.0	10.4
Not Gifted	45	64.4	41	61.0	62	64.5	0	-	76	56.6	-7.8	-	46	60.9	41	75.6	62	66.1	64	65.6	76	68.4	7.5	2.8
With Disabilities	5	-	11	27.3	6	-	0	-	15	26.7	-	-	5	-	11	45.5	6	-	12	25.0	15	26.7	-	1.7
WO Disabilities	62	69.4	47	78.7	60	71.7	0	-	61	63.9	-5.5	-	63	71.4	47	85.1	60	73.3	66	74.2	61	78.7	7.3	4.5
Homeless	2	-	2	-	1	-	0	-	1	-	-	-	1	-	2	-	1	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	39	69.2	21	76.2	30	76.7	0	-	30	63.3	-5.9	-	40	75.0	21	81.0	30	73.3	34	67.6	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.





**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	68	79.4	58	60.3	60	65.0	0	-	57	64.9	-14.5	-	67	70.1	58	79.3	60	70.0	64	45.3	57	59.6	-10.5	14.3
Female	32	90.6	25	64.0	28	82.1	0	-	26	65.4	-25.2	-	32	65.6	25	76.0	28	78.6	34	44.1	26	50.0	-15.6	5.9
Male	36	69.4	33	57.6	32	50.0	0	-	31	64.5	-4.9	-	35	74.3	33	81.8	32	62.5	30	46.7	31	67.7	-6.6	21.0
African American	6	-	2	-	9	-	0	-	2	-	-	-	6	-	2	-	9	-	3	-	2	-	-	-
Asian	0	-	2	-	0	-	0	-	18	66.7	-	-	0	-	2	-	0	-	12	50.0	18	77.8	-	27.8
Filipino	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	2	-	1	-	-	-
Hispanic	12	83.3	12	50.0	17	70.6	0	-	9	-	-	-	12	83.3	12	66.7	17	70.6	18	38.9	9	-	-	-
Native American	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	23	82.6	18	55.6	16	62.5	0	-	17	76.5	-6.1	-	23	69.6	18	77.8	16	68.8	20	50.0	17	52.9	-16.7	2.9
Multiracial	10	90.0	5	-	7	-	0	-	9	-	-	-	9	-	5	-	7	-	9	-	9	-	-	-
English Learner	5	-	4	-	10	50.0	0	-	10	30.0	-	-	5	-	4	-	10	60.0	10	30.0	10	50.0	-	20.0
English-Speaking	63	82.5	54	64.8	50	68.0	0	-	47	72.3	-10.2	-	62	72.6	54	81.5	50	72.0	54	48.1	47	61.7	-10.9	13.6
Reclassified†	12	100.0	17	76.5	13	69.2	0	-	8	-	-	-	12	91.7	17	88.2	13	92.3	9	-	8	-	-	-
Initially Eng. Speaking	51	78.4	37	59.5	37	67.6	0	-	39	71.8	-6.6	-	50	68.0	37	78.4	37	64.9	45	44.4	39	56.4	-11.6	12.0
Econ. Disadv.*	42	76.2	29	51.7	38	60.5	0	-	41	63.4	-12.8	-	41	65.9	29	69.0	38	68.4	34	41.2	41	56.1	-9.8	14.9
Non-Econ. Disadv.	26	84.6	29	69.0	22	72.7	0	-	16	68.8	-15.8	-	26	76.9	29	89.7	22	72.7	30	50.0	16	68.8	-8.1	18.8
Gifted	18	77.8	16	75.0	15	66.7	0	-	4	-	-	-	17	88.2	16	87.5	15	100.0	6	-	4	-	-	-
Not Gifted	50	80.0	42	54.8	45	64.4	0	-	53	64.2	-15.8	-	50	64.0	42	76.2	45	60.0	58	39.7	53	58.5	-5.5	18.8
With Disabilities	5	-	3	-	10	20.0	0	-	3	-	-	-	5	-	3	-	10	40.0	6	-	3	-	-	-
WO Disabilities	63	84.1	55	61.8	50	74.0	0	-	54	68.5	-15.6	-	62	75.8	55	80.0	50	76.0	58	50.0	54	63.0	-12.8	13.0
Homeless	1	-	1	-	1	-	0	-	3	-	-	-	1	-	1	-	1	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	32	81.3	30	66.7	27	74.1	0	-	27	70.4	-10.9	-	31	71.0	30	83.3	27	70.4	33	39.4	12	41.7	-29.3	2.3

\* 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.



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	64	68.8	60	76.7	49	69.4	0	-	65	64.6	-4.2	-	64	68.8	61	83.6	49	81.6	56	80.4	65	55.4	-13.4	-25.0
Female	31	77.4	30	83.3	25	64.0	0	-	29	62.1	-15.3	-	31	64.5	30	83.3	25	72.0	28	82.1	29	55.2	-9.3	-26.9
Male	33	60.6	30	70.0	24	75.0	0	-	36	66.7	6.1	-	33	72.7	31	83.9	24	91.7	28	78.6	36	55.6	-17.1	-23.0
African American	4	-	7	-	5	-	0	-	7	-	-	-	4	-	7	-	5	-	4	-	7	-	-	-
Asian	1	-	1	-	1	-	0	-	15	53.3	-	-	1	-	1	-	1	-	11	90.9	15	53.3	-	-37.6
Filipino	3	-	1	-	0	-	0	-	6	-	-	-	3	-	1	-	0	-	2	-	6	-	-	-
Hispanic	17	41.2	10	80.0	9	-	0	-	17	52.9	11.7	-	17	41.2	10	100.0	9	-	20	75.0	17	35.3	-5.9	-39.7
Native American	0	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	0	-	1	-	-	-
Pacific Islander	2	-	0	-	1	-	0	-	0	-	-	-	2	-	0	-	1	-	0	-	0	-	-	-
White	12	75.0	16	75.0	11	81.8	0	-	15	86.7	11.7	-	12	50.0	17	70.6	11	90.9	15	93.3	15	73.3	23.3	-20.0
Multiracial	4	-	10	90.0	5	-	0	-	4	-	-	-	4	-	10	80.0	5	-	4	-	4	-	-	-
English Learner	9	-	2	-	2	-	0	-	6	-	-	-	9	-	2	-	2	-	7	-	6	-	-	-
English-Speaking	55	78.2	58	79.3	47	72.3	0	-	59	71.2	-7.0	-	55	74.5	59	84.7	47	85.1	49	85.7	59	61.0	-13.5	-24.7
Reclassified†	21	90.5	15	93.3	17	82.4	0	-	14	64.3	-26.2	-	21	85.7	15	93.3	17	88.2	17	100.0	14	42.9	-42.8	-57.1
Initially Eng. Speaking	34	70.6	43	74.4	30	66.7	0	-	45	73.3	2.7	-	34	67.6	44	81.8	30	83.3	32	78.1	45	66.7	-0.9	-11.4
Econ. Disadv.*	37	62.2	32	68.8	25	64.0	0	-	42	59.5	-2.7	-	37	70.3	32	81.3	25	72.0	31	71.0	42	54.8	-15.5	-16.2
Non-Econ. Disadv.	27	77.8	28	85.7	24	75.0	0	-	23	73.9	-3.9	-	27	66.7	29	86.2	24	91.7	25	92.0	23	56.5	-10.2	-35.5
Gifted	27	85.2	17	94.1	12	75.0	0	-	7	-	-	-	27	92.6	17	94.1	12	83.3	16	87.5	7	-	-	-
Not Gifted	37	56.8	43	69.8	37	67.6	0	-	58	60.3	3.5	-	37	51.4	44	79.5	37	81.1	40	77.5	58	51.7	0.3	-25.8
With Disabilities	16	12.5	5	-	6	-	0	-	11	18.2	5.7	-	6	-	5	-	6	-	11	36.4	11	18.2	-	-18.2
WO Disabilities	58	75.9	55	81.8	43	74.4	0	-	54	74.1	-1.8	-	58	72.4	56	91.1	43	88.4	45	91.1	54	63.0	-9.4	-28.1
Homeless	2	-	1	-	1	-	0	-	2	-	-	-	0	-	1	-	1	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	27	77.8	21	85.7	25	68.0	0	-	34	73.5	-4.3	-	27	59.3	22	81.8	25	84.0	25	92.0	12	75.0	15.7	-17.0

\* 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.

**APPENDIX E**

**2021-22 SPSA ASSESSMENT AND EVALUATION**

**Chesterton Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

**SCHOOL NAME: CHESTERTON ELEMENTARY**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2021-22**

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

**Counselor Support for Attendance**

**\*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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					results, etc.).	progress monitoring results, etc.).	
School Counselor	0.20000	\$27,499.57	30100-1210	<p>Support from counseling in collaboration with admin, district and office staff for student/family outreach and support will mitigate factors contributing to Chronic Absenteeism.</p> <p>Support from the counselor to provide focused social emotional supports for students who have behavior instances</p> <p>School program for kindness and anti-bullying will continued to be implemented and the ILT collaborate and support chronically absent students (home visits, SEL PD, calls home, targeted groups).</p>	<p>Counselor has been able to reach out to students with the most severe attendance issues. Counselor has begun monthly lessons in the classroom focused on social emotional health.</p> <p>During the first six weeks of school in 2022-23, the chronic absentee rate has dropped from 38% to 18%. During that same time period Chesterton's overall attendance rate improved 3.39% over the previous year during the same period.</p> <p>Chesterton's attendance rate of 96.74% was the highest in the</p>	<p>Chronic absentee rates increased substantially due to COVID this past year. Counselor has not been able to keep up with the number of students missing school.</p>	<p>Need to establish weekly attendance meetings with admin, counselor and attendance clerk to monitor students who are in danger of becoming chronically absent. Attendance as of May 2022 is just under 91%. We would like that number to be closer to 95%.</p>

**Chesterton Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					district for Elementary Schools during the first recording period of the year, according to the Pupil Accounting Department.		
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**Goal 2 - English Language Arts**

**PLC Planning**

**\*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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClsrmTch r		\$14,125.61	30100-1170	Provide teachers with release time or hourly time to engage in best practices	PLC time is effective for planning, coordinating assessments, and	The shortage of substitute teachers during the 2021-22 school year made scheduling	For the 2022-23 school year, we will be participating in the VAPA AEP

## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				professional development and PLCs. Teachers will be able to assess data to construct units of study, differentiation, and group students for small group instruction.	collaborating in grade level teams. Data assessment is a particularly important component of PLC time.	PLCs problematic. Teachers were unable to meet during school hours on a regular basis due to the lack of visiting teachers.	program which provides substitute teachers and release time once a month for teachers to meet in grade level PLCs.
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### TK-3 Intervention

**\*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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.
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## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					results, etc.).	progress monitoring results, etc.).	
Classroom Teacher Hrly		\$39,000.55	30106-1157	TK-3 students will receive phonemic awareness and early literacy skills during the school day by a hourly teacher (\$17,527) 3-5 students will receive small group interventions after school to support reading at grade level (\$15,023)	<p>Students in grades 3-5 received opportunities to attend after school tutoring from their classroom teachers twice a week. The literacy intervention for TK-2 was limited due to contractual issues with the intervention teacher.</p> <p>In spite of limitations, students performed well relative to previous years. Students in grades 3-5 improved slightly on the FAST reading assessment, going from 61% of students being advanced/low risk in the spring of 2021 to 63% in</p>	TK-2 intervention was not delivered consistently. We had difficulty securing a teacher for the position. Once we did, the position was filled for only 4 months.	For the 2022-23 school year, we will be using Title 1 funds to hire a 0.6 resource teacher. The resource teacher will work with students to improve literacy in grades K-2.

## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>the spring of 2022. In grades K-2, student reading scores remained flat. 67% of students read at or above grade level on the F&amp;P in 2022 as compared to 68% on the DRA in 2021.</p>		
<b>4/5 Intervention</b>							
<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>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</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.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>results, etc.).</b>	<b>progress monitoring results, etc.).</b>	
Classroom Teacher Hrly	--	--	30106-1157	TK-3 students will receive phonemic awareness and early literacy skills during the school day by a hourly teacher (\$17,527) 3-5 students will receive small group interventions after school to support reading at grade level (\$15,023)	The literacy intervention for students in primary grades was limited due to delays in finding an intervention teacher and contractual limitations.	TK-2 intervention was not delivered consistently. We had difficulty securing a teacher for the position. Once we did, the position was filled for only 4 months.	For the 2022-23 school year, we will be using Title 1 funds to hire a 0.6 resource teacher. The resource teacher will work with students to improve literacy in grades K-2.

### Supplemental Materials

**\*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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.
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## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$5,574.00	30106-4301	Supplies will support supplemental materials, materials for projects, leveled books, etc	Guided reading and other books purchased to help support literacy.	More materials needed for EL learners.	Site will purchase a license for BrainPop EL to support English learners.
<b>Instructional Leadership Team</b>							
<b>*Strategy/Activity - Description</b>							
Instructional Leadership team will meet once a month for 8 monthly to analyze schoolwide programs and curriculum.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</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.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

**Chesterton Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	
Non Clsrn Tchr Hrly		\$2,543.56	30100-1957	ILT members will engage in school wide planning to support PLC work and structure, analyze school data, plan implementation programs to support programs such as restorative practices, attendance programs, etc.	ILT met monthly to discuss curriculum and assessments. Made important decisions regarding support and scheduling for most vulnerable students, including EL and Special Ed.	ILT seems to be working well; no major setbacks or limitations	Continue to meet once a month on minimum days to analyze student data.

**Goal 3 - Mathematics**

**PLC Planning**

**\*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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClsrmTch r	--	--	30100-1170	Provide teachers with release time or hourly time to engage in best practices	PLC time is effective for planning, coordinating assessments, and	The shortage of substitute teachers during the 2021-22 school year made scheduling	For the 2022-23 school year, we will be participating in the VAPA AEP

## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				professional development. Teachers will evaluate data, plan units of study, plan differentiation, and identify small groups for interventions.	collaborating in grade level teams. Data assessment is a particularly important component of PLC time.	PLCs problematic. Teachers were unable to meet during school hours on a regular basis due to the lack of visiting teachers.	program which provides substitute teachers and release time once a month for teachers to meet in grade level PLCs.
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### Supplemental Materials

**\*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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

## Chesterton Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>results, etc.).</b>	<b>progress monitoring results, etc.).</b>	
Supplies	--	--	30106-4301	Supplies will support supplemental materials, materials for projects, manipulative, etc	Teachers used supplemental materials to support literacy and mathematical instruction.	Materials were used in class and for after school tutoring in grades 3-5.	We will continue to provide material support for literacy and math.



**Goal 4- Supporting English Learners**

**Tier II Intervention**

**\*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, 3rd through 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly	--	--	30106-1157	3-5 students will receive small group interventions after school to support reading at grade	Teachers provided after school tutoring consistently to targeted students. Students were able	All teachers in grades 3-5 participated in the tutoring. One potential limitation to this	We will continue to provide funds for after school tutoring.

**Chesterton Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				level	<p>to get extra instruction in literacy and math in a small group setting.</p> <p>In spite of time lost due to COVID restrictions, 63% of students in Grades 3-5 scored at or above grade level on the Spring 2022 FAST reading assessment, up slightly from 61% on the Spring 2021 assessment.</p> <p>In math, 61% of Chesterton students in grades 3-5 met or exceeded standards on the Spring 2022 CAASPP Math assessment.</p>	<p>program would be if some teachers did not agree to tutoring after school.</p>	
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**PLC Planning**

**\*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)

## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClstrmTch r	--	--	30100-1170	Supporting teachers with professional development to improve English language instruction and differentiation.	PDs were limited due to the lack of visiting teachers this year. We did receive an ELIRT from the Office of Language Acquisition to assist with EL	Class time dedicated to ELD instruction is inconsistent across grade levels.	An emphasis is to be placed on EL instruction during class. We are also working with OLA to continue working with the ELIRT for the 2022-23 school

**Chesterton Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					intervention. The ELIRT worked with small groups of students in grades 3-5 at least twice a week.		year. Funds will be used to purchase BrainPop EL to facilitate EL instruction.
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**Goal 5 - Supporting Students with Disabilities**

**Support Materials**

**\*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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$16,332.00	30100-4301	Supplies will support the specific learning needs of SWD. For example, supplemental curriculum, specific supports	Teachers used supplemental materials to support literacy and mathematical instruction for SWD.	Nothing was ineffective, although we could always use more support materials. SWD are more than twice as likely to be	Continue to fund support materials for SWD. We would like to decrease the percentage of SWD reading below grade level.

## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				that allow student access to the general education curriculum.		reading below grade level than general education students according to results on the Fountas & Pinnell assessment. 66% of K-2 SWD tested below grade level as compared to 30% of general education students.	
<b>PLC Planning</b>							
<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>							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

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### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>pre/post test, progress monitoring results, etc.).</b>	<b>(curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	
Prof&Curriclm DevHrlyClstrmTch r	--	--	30100-1170	Provide teachers with release time or hourly time to engage in best practices professional development for Ed Specialist.	Collaboration with general education teachers and ed specialists took place through regular grade level meetings.	PD opportunities were limited due to the lack of visiting teachers this year.	We would like to increase collaboration between ed specialists and general ed teachers. Title 1 money will be used to fund the VAPA AEP program which will provide regular meeting time for teachers.

**Goal 7 - Family Engagement**

**Increase Family Communication**

**\*Strategy/Activity - Description**

**FAMILY COMMUNICATION**

The school will encourage parent participation meetings/committees that elicit stakeholder input through effective communication strategies:

- Monthly parent newsletters
- 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.



## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/Duplicating		\$500.00	30103-5721	Provide school handbook, flyers, and other communication to ensure the community and families are informed of events and school highlights.	School publications and communications took place electronically during the 2021-2022 school year due to COVID restrictions.	School publications and communications took place electronically during the 2021-2022 school year due to COVID restrictions.	We are hoping we can provide more opportunities for in person parent participation during the 2022-23 school year as COVID restrictions are lifted.
Supplies		\$580.00	30103-4301	Supplies will support engaging parents and providing resources needed to participate in communication with the school.	Parent participation at campus events were limited during the 2021-2022 school year due to COVID restrictions.	Parent participation at campus events were limited during the 2021-2022 school year due to COVID restrictions.	We are hoping we can provide more opportunities for in person parent participation during the 2022-23 school year as COVID restrictions are lifted.
Postage Expense		\$150.00	30103-5920	Postage will allow communication to be sent home for various reasons to ensure open communication between home and school.	Communication with families took place through mail and electronically during the 2021-2022 school year due to COVID restrictions.	Postage was used as an effective way to communicate with parents.	Postage budget will be slightly increased for the 2022-23 school year.

### StrategyParent Development and Engagement

**\*Strategy/Activity - Description**

Promote the involvement of families in school meetings like SSC, ELAC, SGT, as well as engaging in skill building meetings.

## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Other Support Prsnl PARAS Hrly		\$199.65	30103-2281	Translation services to ensure access to meetings for non-English speaking families.	Parent participation at campus events were limited during the 2021-2022 school year due to COVID restrictions.	Parent participation at campus events were limited during the 2021-2022 school year due to COVID restrictions.	We are hoping we can provide more opportunities for in person parent participation during the 2022-2023 school year as COVID restrictions are lifted.
Inservice supplies		\$300.00	30103-4304	Inservice supplies will support light	Parent participation at	Parent participation at	We are hoping we can provide more

## Chesterton Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				refreshments and other office materials to engage families during meetings.	campus events were limited during the 2021-2022 school year due to COVID restrictions.	campus events were limited during the 2021-2022 school year due to COVID restrictions.	opportunities for in person parent participation during the 2022-23 school year as COVID restrictions are lifted.
Contracted Svcs Less Than \$25K		\$201.00	30103-5853	Budget to support inviting outside speakers to lead skills building meetings for parents.	Parent participation at campus events were limited during the 2021-2022 school year due to COVID restrictions.	Parent participation at campus events were limited during the 2021-2022 school year due to COVID restrictions.	We are hoping we can provide more opportunities for in person parent participation during the 2022-23 school year as COVID restrictions are lifted.

**Goal 8- Graduation/Promotion Rate**

**PLC Planning**

**\*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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Counselor Hrly		\$3,999.26	30100-1260	Support from counseling in collaboration with teachers, admin, district and office	Counselor has been able to reach out to students with the most severe attendance	Chronic absentee rates increased substantially due to COVID this past year.	Need to establish weekly attendance meetings with admin, counselor and attendance

## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>staff for student/family outreach and support will mitigate factors contributing to Chronic Absenteeism during PLC time.</p>	<p>issues. Counselor has begun monthly lessons in the classroom focused on social emotional health.</p> <p>During the first six weeks of school in 2022-23, the chronic absentee rate has dropped from 38% to 18%. During that same time period Chesterton's overall attendance rate improved 3.39% over the previous year during the same period.</p> <p>Chesterton's attendance rate of 96.74% was the highest in the district for Elementary Schools during the first recording period of the year, according to the Pupil Accounting Department.</p>	<p>Counselor has not been able to keep up with the number of students missing school. Unable to meet during PLC time due to shortage of visiting teachers.</p>	<p>clerk to monitor students who are in danger of becoming chronically absent. Attendance as of May 2022 is just under 91%. We would like that number to be closer to 95%.</p>
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## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm DevHrlyClsrmTch r	--	--	30100-1170	Release time or hourly time for classroom teachers for PD and collaboration in order to analyze data, plan units of study with differentiation, and group students who require interventions.	Release time is effective for planning, coordinating assessments, and collaborating in grade level teams. Data assessment is a particularly important component of teacher release time.	The shortage of substitute teachers during the 2021-22 school year made scheduling release time for teachers problematic. Teachers were unable to meet during school hours on a regular basis due to the lack of visiting teachers.	For the 2022-23 school year, we will be participating in the VAPA AEP program which provides substitute teachers and release time once a month for teachers to meet in grade level PLCs.
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### Small Group Intervention TK-3

**\*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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.
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## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly	--	--	30106-1157	TK-2 students will receive phonemic awareness and early literacy skills during the school day by a hourly teacher (\$17,527) 3-5 students will receive small group interventions after school to support reading at grade level (\$15,023)	The literacy intervention for students in primary grades was limited due to delays in finding an intervention teacher and contractual limitations.	TK-2 intervention was not delivered consistently. We had difficulty securing a teacher for the position. Once we did, the position was filled for only 4 months.	For the 2022-23 school year, we will be using Title 1 funds to hire a 0.6 resource teacher. The resource teacher will work with students to improve literacy in grades K-2.
<b>Small Group Intervention 4th/5th</b>							
<b>*Strategy/Activity - Description</b>							
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.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</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.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and	What is not working	Modifications based on

**Chesterton Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Classroom Teacher Hrly	--	--	30106-1157	TK-2 students will receive phonemic awareness and early literacy skills during the school day by a hourly teacher (\$17,527) 3-5 students will receive small group interventions after school to support reading at grade level (\$15,023)	The literacy intervention for students in primary grades was limited due to delays in finding an intervention teacher and contractual limitations	TK-2 intervention was not delivered consistently. We had difficulty securing a teacher for the position. Once we did, the position was filled for only 4 months.	For the 2022-23 school year, we will be using Title 1 funds to hire a 0.6 resource teacher. The resource teacher will work with students to improve literacy in grades K-2.
<b>Promoting Reading Through Library Support</b>							
<b>*Strategy/Activity - Description</b>							
<b><u>LIBRARY ASSISTANT</u></b>							



## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Library Asst -	0.03000	\$1,160.81	30100-2231	Library Assistant will maintain the library to ensure student have access to high interest texts and updated research materials and technology.	Library assistant hosts every class on a weekly basis to support literacy instruction and check out books to every student.	Program is running well, although a number of checked out books have been lost.	Few modifications; extra funds used to purchase more library books.
Supplies	--	--	30100-4301	Supplies to	Teachers used	Nothing was	Few

**Chesterton Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				support materials for projects as well as high interest texts.	supply funds to purchase materials to support literacy and mathematical instruction	ineffective, although we could always use more support materials.	modifications; extra funds used to purchase more supplemental materials.
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**Goal 6 - Supporting Black Youth**

**Professional Development Supporting Materials**

**\*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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClstrmTch r	--	--	30100-1170	Release time or hourly time to engage in best practices professional development in culturally	Release time is effective for planning, coordinating assessments, and collaborating in grade level teams.	Shortage of visiting teachers limited amount of release time for PLCs and planning.	For the 2022-23 school year, we will be participating in the VAPA AEP program which provides substitute

## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				responsive teaching practices, restorative practices, Trauma Informed Care, and PBIS.	Release time was limited this year due to a shortage of visiting teachers. Teachers were able to plan in grade level groups periodically.	teachers and release time once a month for teachers to meet in grade level PLCs.	
<b>Strategy/Activity 1</b>							
<b>*Strategy/Activity - Description</b>							
Classroom teacher hourly to provide small group instruction during the school day (K-3) and after school (3-5).							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</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.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

## Chesterton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Classroom Teacher Hrly	--	--	30106-1157	TK-2 students will receive phonemic awareness and early literacy skills during the school day by a hourly teacher 3-5 students will receive small group interventions after school to support reading at grade level	<p>The literacy intervention for students in primary grades was limited due to delays in finding an intervention teacher and contractual limitations. Grade 3-5 after school tutoring took place twice a week all year long.</p> <p>In spite of time lost due to COVID restrictions, 63% of students in Grades 3-5 scored at or above grade level on the Spring 2022 FAST reading assessment, up slightly from 61% on the Spring 2021 assessment.</p> <p>Students in TK-2 remained close to previous year levels, although the assessment</p>	TK-2 intervention was not delivered consistently. We had difficulty securing a teacher for the position. Once we did, the position was filled for only 4 months. Potential limitations in tutoring program if teachers opt out of after school tutoring time.	For the 2022-23 school year, we will be using Title 1 funds to hire a 0.6 resource teacher. The resource teacher will work with students to improve literacy in grades K-2. We will continue to use Title 1 supplemental funds to pay for after school tutoring in grades 3-5.
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**Chesterton Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					used changed. 68% of TK-2 Students scored at or above grade level on the DRA in the spring of 2021 while 67% of students scored at or above on the Spring 2022 F&P assessment.		
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What are my leadership strategies in service of the goals?

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

**SCHOOL NAME: CHESTERTON ELEMENTARY**

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

**SCHOOL YEAR: 2021-2022**

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

**Counselor Support for Attendance**

**\*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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

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

					results, etc.).	progress monitoring results, etc.).	
School Counselor	0.20000	\$27,499.57	09800-1210	<p>Support from counseling in collaboration with admin, district and office staff for student/family outreach and support will mitigate factors contributing to Chronic Absenteeism.</p> <p>Support from the counselor to provide focused social emotional supports for students who have behavior instances</p> <p>School program for kindness and anti-bullying will continued to be implemented and the ILT collaborate and support chronically absent students (home visits, SEL PD, calls home, targeted groups).</p>	<p>Counselor has been able to reach out to students with the most severe attendance issues. Counselor has begun monthly lessons in the classroom focused on social emotional health.</p> <p>For the first six weeks of school in 2022-23, the chronic absentee rate has dropped from 38% to 18%. During that same time period Chesterton's overall attendance rate improved 3.39% over the previous year during the same period. Chesterton's attendance rate of 96.74% was the highest in the</p>	<p>Chronic absentee rates increased substantially due to COVID this past year. Counselor has not been able to keep up with the number of students missing school.</p>	<p>Need to establish weekly attendance meetings with admin, counselor and attendance clerk to monitor students who are in danger of becoming chronically absent. Attendance as of May 2022 is just under 91%. We would like that number to be closer to 95%.</p>



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

					district for Elementary Schools during the first recording period of the year, according to the Pupil Accounting Department.		
<b>Counselor Support for School Wide Behavior Initiatives</b>							
<b>*Strategy/Activity - Description</b>							
<b><u>COUNSELOR (SCHOOL CONNECTEDNESS)</u></b>							
In order to target the school connectedness goal, the counselor facilitates the following activities on a school-wide basis:							
- Kindness week							
- Bullying prevention lessons							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Directions:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

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

						<b>monitoring results, etc.).</b>	
Supplies		\$3,403.00	09800-4301	Supplies like chart paper, SEL program and supports, small group supplies that promote participation, etc will support chronic absentee students and the reduction of suspensions.	Counselor used materials for classroom lessons on kindness and anti-bullying.	Interruptions to schedule prevented lessons from being taught more regularly.	Absentee rate is high, but number of suspensions is down.

<b>Goal 2 - English Language Arts</b>							
<b>Instructional Leadership Team</b>							
<b>*Strategy/Activity - Description</b>							
Instructional Leadership team will meet once a month for 8 monthly to analyze schoolwide programs and curriculum.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</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.</p>							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Non Clsrn Tch Hrly		\$1,272.38	09800-1957	Hourly time will support positions over the average as well as planning with the ILT for specialized personal based on	ILT met monthly to discuss curriculum and assessments. Made important decisions regarding support and scheduling for	ILT seems to be working well; no major setbacks or limitations.	Continue to meet once a month on minimum days to analyze student data.

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

				the topic and support needed- ie EL coordinator sharing progress of EL students.	most vulnerable students, including EL and Special Ed.		
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**Goal 4- Supporting English Learners**

**Tier II Intervention**

**\*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, 3rd through 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrn Tchr Hrly		\$4,500.07	09800-1957	Hourly time to support ELPAC testing. Identification of RFEP students and	EL coordinator was able to assess 100% of EL students for both initial and summative	COVID absences made ELPAC assessment take longer than expected.	Continue with hourly support to maintain at least 90% reclassification rate for eligible

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

				reclassification of students.	ELPAC. Also able to reclassify students and update RFEP records. Chesterton reclassified 90% of eligible students as English Proficient.		students.
<b>Supplemental Materials</b>							
<b>*Strategy/Activity - Description</b>							
<b><u>SUPPLEMENTAL MATERIALS</u></b>							
Funds will be utilized to purchase supplemental materials that will enhance ELD instruction.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</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.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

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

						<b>monitoring results, etc.).</b>	
Supplies	--	--	09800-4301	Supplies will support supplemental materials, materials for projects, leveled books, manipulative, etc to be used during small group instruction as well as language development	Teachers used supplemental materials to support literacy and mathematical instruction.	Materials were used in class and for after school tutoring in grades 3-5.	We will continue to provide material support for literacy and math.

**Goal 8- Graduation/Promotion Rate**

**Promoting Reading Through Library Support**

**\*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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Library Asst -	0.20752	\$8,029.75	09800-2231	Library Assistant will continue to support literacy through read a louds, research support, and high	Library assistant hosts every class on a weekly basis to support literacy instruction and check out books to	Program is running well, although a number of checked out books have been lost.	Few modifications; extra funds used to purchase more library books.



				interest book availability.	every student.		
What are my leadership strategies in service of the goals?							