

Subject: 2018 California Distinguished Schools Program
Date: Saturday, March 10, 2018 at 8:09:20 AM Pacific Standard Time
From: Google Forms
To: Derige Rudy (Akoni)

Google Forms

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Here's what we got from you:

[EDIT RESPONSE](#)

2018 California Distinguished Schools Program

Email address *

rderige@sandi.net

Elementary School Application

The Elementary School Application is due no later than midnight, Monday, March 12, 2018

Select an eligible school from the dropdown list. *

Only eligible schools will be able to apply for the California Distinguished Schools Program (School | District | County | County District School Code)

Chesterton Elementary | San Diego Unified | San Diego | 37683386039374

School Name

If your school is selected for honors, enter school name as you would like it to appear on your award plaque.

Chesterton Elementary

Mailing Address *

7335 Wheatley Street

City *

San Diego

Zip Code *

92111

Area Code and Phone Number *

858-496-8070

Phone Number Extension**Area Code and Fax Number ***

858-571-5766

Principal's E-mail Address *

rderige@sandi.net

District Superintendent's E-mail Address *

cmarten@sandi.net

School Picture *

Submit a picture of the school showing the school name. Only image files are allowed.

Files submitted:

IMG_8960 - Akoni Derige.JPG

Certification

I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:

- A data re-certification in early 2018 may disqualify my school from consideration;
- The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;
- There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and
- The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.

Principal's Name *

R. Akoni Derige

Date *

March 10 2018

District Superintendent's Name *

Kimie Lochtefeld (Area 3 Superintendent)

Date *

March 9 2018

School Information

What is the current school enrollment? *

434

Which category best describes where your school is located? *

- Urban
- Suburban
- Rural

Does your school receive Title I funding? *

- Yes

No

School Information (Cont'd)

If your school receives Title I funding, indicate type of program: *

- School-wide
 Targeted Assistance

School Information (Cont'd)

What is your school calendar? *

- Traditional
 Year-Round
 Modified

Is your school a charter school? *

- Yes
 No

Full-Time Staff Members

Number of full-time administrators? *

1

Number of full-time classroom teachers? *

18

Number of full-time counselors? *

0

Number of full-time credentialed librarians? *

0

Number of full-time nurses? *

0

Number of full-time psychologists? *

0

Number of full-time technology/media specialists or technicians? *

0

Number of full-time paraprofessionals? *

0

Number of full-time campus resource officers? *

0

Do you have another type of full-time staff? *

Yes

No

Part-Time Staff Members

Number of part-time administrators? *

0

Number of part-time classroom teachers? *

3

Number of part-time counselors? *

1

Number of part-time credentialed librarians? *

0

Number of part-time nurses? *

1

Number of part-time psychologists? *

1

Number of part-time technology/media specialists or technicians? *

1

Number of part-time paraprofessionals? *

5

Number of part-time campus resource officers? *

0

Do you have another type of part-time staff? *

Yes

No

Other Type of Part-Time Staff

What other type of part-time staff? *

Guidance Assistants

Number of other type of part-time staff? *

4

School Overview

School Overview Narrative *

Limit response to 3,000 characters.

Chesterton Elementary School is in the culturally diverse Linda Vista community within the City of San Diego. Average household income is 49 thousand a year, well below the San Diego average of 63 thousand. Enrollment averages 445 students ranging from transitional kindergarten (TK) through grade 5. The majority (56%) of the students live in Chesterton military housing. With the coordination of the San Diego Unified School District, Chesterton's administration accepts over 240 additional students who live outside the school's boundaries. The students come from a variety of family structures, such as living with an extended family member or from multiple families living in one dwelling. Additionally, 59% of the students qualify for the Free and Reduced Lunch Program. Chesterton welcomes a diverse student body that consists of Asian, White, Hispanic, African American, Filipino, Pacific Islander, and American Indian. Currently, 23% of the students are English Language Learners, who speak approximately 15 different languages. Over the last four school years, we have reclassified 79 students who have been enrolled at Chesterton and we are meeting the reclassification expectations. Chesterton provides a program with high expectations in a multicultural setting where students learn to appreciate each other's differences. Chesterton also holds special events so families can gather and enjoy our work. Besides the back to school nights, there are holiday events, monthly movie nights, and a gardening program. The school involves all stakeholders by providing numerous opportunities to get involved, such as, PTA, School Site Council, and the Site Governance Team. Our main partnerships include American Legion Post 731 and Black belt USA. We are fortunate to have a strong fully credentialed teaching staff that average 15 years of experience, with 80% having a master's degree. Our focus is on math and literacy with an emphasis on writing. All staff members plan collaboratively and strategically in Professional Learning Communities (PLCs) to continually improve instructional strengths and problem solve curricular challenges to meet the

needs of all students. Additionally, we have increased the use of technology in all classrooms. For example, all students have tablets to do research and publish their work. To serve Chesterton's

44 students with disabilities, there is a team of one full-time education specialist, part-time mild/moderate teacher, part-time district counselor, part-time speech and language pathologist, part-time school psychologist, nurse's assistant, occupational therapist,

and four Special Education Assistants and Technicians.

Chesterton's Special Education program implements the district's philosophy of inclusion and academic opportunity for all students. We accomplish this through early intervention, effective communication

among all stakeholders, and ongoing appropriate supports.

Model Program/Practice Summary

Name of Model Program/Practice *

Developing and strengthening strong Professional Learning Communities (PLCs)

How long has this Model Program/Practice been in place? *

- Less than 2 years
- 2-4 years
- 5-8 years
- 8+ years

What is/are the target area(s)? *

Choose at least one area.

- Career Technical Education

- Chronic Absenteeism and Dropout Prevention
- Civic Education Awareness
- Closing the Achievement Gap
- Education Supports
- Nutrition and Physical Activity/Education
- Parent, Family, and Community Involvement
- Professional Development
- Science, Technology, Engineering, and Mathematics
- Use of Technology
- Visual and Performing Arts

What are the target populations? *

Check all that apply.

- American Indian
- Asian
- Black or African American
- Filipino
- Hispanic
- Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities

What strategies are used to implement the Model Program/Practice? *

Check all that apply.

- School Climate
- Small Learning Communities
- Parent Engagement
- Data-Driven Decision Making

- Health Support
- Social/Emotional/Behavioral Support
- Professional Development
- Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Model Program/Practice Reference

How is your Model Program/Practice referenced in your district's LCAP? *

Refer to the State Priorities listed in Education Code (EC) sections 52060 and 52066. Charter schools must address priorities in EC section 5206(d). Note: When completing the Model Program/Practice Narrative, your response needs to provide clarifying explanation of how your implementation of the Model Program/Practice at your school site is distinguished from the district's model. Limit response to 3,000 characters.

Our model program of Developing and strengthening strong Professional Learning Communities (PLCs) focuses on addressing the district's four learning cycles: 1) How do we develop an academic, social, and physical environment worthy of our children, 2) what are the conditions we need to create classrooms that are alive with collaborative conversations, 3) How do we create the learning conditions that maximize the potential that lies within the variability of all learners, and 4) how do we develop students who take an active stance in their own learning and the learning of others? Our schoolwide focus is linked to the following LCAP areas: LCAP 1 – Closing the Achievement Gap, LCAP 2 – Broad and Challenging Curriculum, LCAP 3 – Quality Teaching, LCAP 4: Quality Leadership,

LCAP 5 – Professional Development for All, LCAP 6 – Community Engagement, LCAP 7 – Quality Support Staff, LCAP 8 – Supportive Environment the Values Diversity, and LCAP 9 – High Enrollment of Neighborhood Students. As part of the LCAP, the district launched

Vision 2020, a community-based school reform plan that included 12 indicators of a quality neighborhood school. This was to prepare students for the competitive global economy they will encounter in the future. To meet the 12 indicators of a quality neighborhood

school, we engaged in an inquiry of the Four Learning Cycles:

1) How do we develop an academic, social, and physical environment worthy of our children, 2) What are the conditions we need to create classrooms that are alive with collaborative conversations,

3) How do we create the learning conditions that maximize the potential that lies within the variability of all learners, and 4) How do we develop students who take an active stance in their own learning and the learning of others? This overarching plan focused

on student achievement that engages all stakeholders (staff, students, parents, and community members). Although the above was a district wide focus, it needed to be customized to the current reality of our school. Therefore, to distinguish ourselves, we had

to make a cultural shift from working in grade-levels to working collaborative with a laser focus on student achievement based upon the multiple assessments measures that would increase the rates of proficiency for all students.

Model Program/Practice Narratives

Description of the Model *

Note: When completing the Model Program/Practice Narrative, your response needs to provide clarifying explanation on how your implementation of the Model Program/Practice your school site is distinguished from the district's model. Limit response to 3,000 characters.

In 2012-2013, the San Diego Unified School District's Local Control Accountability Plan (LCAP) launched Vision 2020, a community-based school reform plan that included 12 indicators of a quality neighborhood school, which focused on student achievement and

engaging all stakeholders (staff, students, parents, and community members). For the last 5 years, Chesterton's staff focused on delivering a high-quality neighborhood school through a lens of continuous improvement by focusing on 4 of the 12 indicators in

Vision 2020: 1) closing the achievement gap with high expectations for all 2) access to a broad and challenging curriculum, 3) quality teaching and 4) Professional learning for all staff. If implemented correctly, we hoped to create a quality neighborhood

school, which improved the rates of proficiency for all students and produce students who take an active stance in their own learning and become actively literate, contributing members of society who make a positive difference in the world. We knew we had

to build a high cohesive team to achieve our goals and be distinguished among other schools. Hence, it was imperative to make a cultural shift where all teachers are capacity builders, problem solvers in a collaborative environment, and responsive to their

students' needs. The essential resources needed were motivated grade-level lead teachers to become ILT members, funding to allow release time for staff, and administrative support. Initially, the lead teachers were selected by the principal but later, the

teams were empowered to select their own grade-level leaders. The responsibility of the ILT sought ways to ensure we addressed the Vision 2020 four indicators within their individual PLCs to develop and maintain a sustained shared vision among all stakeholders

to provide effective instruction to our students. In 2015-2016 we analyzed multiple data points, including Smarter Balance Assessment Trend Data, Adequate Yearly Progress, and Academic Performance Indexes, and Common Formative Assessments. The data showed

us: 1. An average of 68% of our students met or exceeded the

standards in Mathematics. 2. An average of 69% of our students met or exceeded the standards in English Language Arts. 3. An average of 33% of our students had not or nearly met standards in English

Language Arts. 4. An average of 31% our students were below basic or far below basic in Mathematics. Math was the area of greatest need, and when analyzing the data at a micro level, we determined our English Learners and Students with disabilities were performing

at much lower rates of proficiency. Therefore, if we focused on lifting our students in the equity gap, we would certainly lift ALL students through strategically implementing the necessary systems and structures in place to ensure that ALL students are supported

academically, socially, and emotionally.

Implementation and Monitoring of the Model *

Note: When completing the Model Program/Practice Narrative, your response needs to provide clarifying explanation on how your implementation of the Model Program/Practice your school site is distinguished from the district's model. Limit response to 3,000 characters.

To support the LCAP goals, and meet the 12 indicators in Vision 2020, our model program of Developing and Strengthening strong PLCs, focused on incorporating the district's Four Learning Cycles: 1) How do we develop an academic, social, and physical environment

worthy of our children, 2) What are the conditions we need to create classrooms that are alive with collaborative conversations, 3) How do we create the learning conditions that maximize the potential that lies within the variability of all learners, and 4)

How do we develop students who take an active stance in their own learning and the learning of others? If the 4 learning cycles are effectively established, student will take an active stance in their own learning and become actively literate, contributing members of society who make a positive difference in the world.

To meet the indicators of a quality neighborhood school that

propels academic achievement for ALL students, it was necessary for the ILT to create the conditions for the staff to set high expectations among themselves, build confidence, engage in critical thinking, and plan strategic lessons based on multiple sources of data that met the academic needs for ALL students. To create the conditions for a collaborative risk-free environment necessary to do the work, the ILT created common agreements that assisted in creating a professional learning environment and their commitment to continuous improvement. We knew we had to create a culture that distinguished ourselves from all other schools to successfully increase student achievement. To have a common language among the ILT, we streamlined our curricular foci on "Critical Concepts" with enduring understandings. We utilized common formative assessments, standards-based proficiency scales, and bodies of evidence to analyze students' progress towards grade level standards, stated objectives, developed strategies and tiers of intervention to support students not yet at grade level, and differentiated instruction in terms of content, process, and product for students. From these results, the ILT created a data picture of our school that created the rationale for school wide professional development. ILT members also facilitated the cultural transference to grade level PLCs. PLCs focused on streamlining grade level curriculum that emphasized critical concepts, continuing and extending professional knowledge of best practices for English learners, students with disabilities, and students not yet at grade level. They administered formative assessments for English Language Arts and Math to benchmark and analyze students' progress towards proficiency with grade level critical concepts. They also used informal assessments, exit slips, and collaborative efforts that focused on DuFour's Guiding Questions: teacher leadership, use of a common core curriculum, and curriculum-based assessments. These specific functions allowed Chesterton to distinguish themselves among other schools.

Results of the Model/Pupil Outcomes *

Note: When completing the Model Program/Practice Narrative, your response needs to provide clarifying explanation on how your implementation of the Model Program/Practice your school site is distinguished from the district's model. Limit response to 3,000 characters.

Besides the formal assessments, the PLCs used informal assessments and exit slips to provide immediate feedback on student progress. Students were given multiple opportunities to demonstrate proficiency, such as on-demand assignments, cooperative group work, projects, and journals. Our collaborative efforts based upon DuFour's Guiding Questions, teacher leadership, use of a common core curriculum, and curriculum-based assessments, yielded impressive gains in 2016 and 2017 school year. Results such as those shared

below affirmed the importance of creating a culture of collaboration with a laser focus on improving student achievement for ALL students. Regarding assessment and monitoring: 1) 80% of our students have met or exceeded grade-level Math standards in 2017 (a

13% gain from 2016) and 2) 68% of our students are Proficient or Advanced in ELA, 3) 32% of our students had not or nearly met standards in English Language Arts. 4) 20% our students were below basic or far below basic in Mathematics. In addition, the district's

ELA score was 56% and math was 44% the Common Core State Standards. Students are Chesterton students scored 12.4% and 33.9% higher respectively. Our English Language Learners scored higher than the district scores by 40% in both ELA and Math. The percentage

of our students with disabilities who met or exceeded standards were higher than the district by 6% in English Language Arts and 14% in Math. Overall, the model practice built resilient staff members who promoted a shared vision and genuinely engaged in collaborative

conversations using a common language in a very supportive professional learning community (PLC). Instructional practices have become public in teacher share outs in ILT, PLCs, and staff developments, classroom visits, and photos. In 2016-2017, Chesterton

was awarded the District's Quality Schools in Every Neighborhood (QSIEN) Award for LCAP: Goal 1, Closing the Achievement Gap with High Expectations for ALL. Additionally, Chesterton has been selected by the Area Superintendent to host principal learning walkthroughs.

Furthermore, artifacts, anecdotes, photos and videos from our Professional Learning Communities and classrooms have provided models for district professional development around Developing and strengthening strong Professional Learning Communities (PLCs).

Exemplary Arts Education Program

In order to apply for special recognition in Arts Education or Physical Activity and Nutrition, a school must first qualify as a California Distinguished School. If the school elects to apply for special honors in Arts Education, the school must complete the following Arts Education sections.

Is your school applying for the Exemplary Arts Education Program? *

- Yes
 No

Exemplary Physical Activity and Nutrition Program

In order to apply for special recognition in Physical Activity and Nutrition, a school must first qualify as a California Distinguished School. If the school elects to apply for special recognition in Physical Activity and Nutrition, the school must complete the following sections.

Is your school applying for the Exemplary Physical Activity and Nutrition Program?

- Yes
 No

Thank You for Applying to the California Department of Education's 2018 California Distinguished School Program. Click Submit to Complete Your Application.

If you have any questions or concerns, please contact the Awards Team by e-mail at awards@cde.ca.gov or by phone at 916-319-0842.

[Create your own Google Form](#)