



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT HORTON ELEMENTARY SCHOOL

2018-19

37-68338-6039754
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: Dent, Staci

Contact Person: Dent, Staci

Position: Principal

Telephone Number: (619) 344-3700

Address: 5050 Guymon St, Horton Elementary, San Diego, CA, 92102-3734,

E-mail Address: sdent@sandi.net

The following items are included:

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

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

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

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: *Horton Elementary*
SITE CONTACT PERSON: *Staci Dent*

DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)

PHONE: *619-344-3700* FAX: *619-344-3749* E-MAIL ADDRESS: *sdent@sandi.net*

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

Title 1 Schoolwide Programs (SWP)

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

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

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

- | | |
|--|-------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <i>4/6/18</i> |
| <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: _____ |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: *4/12/2018*

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.

Staci Dent
Type/Print Name of School Principal


Signature of School Principal


4/6/18
Date

Emilia Castillo
Type/Print Name of SSC Chairperson

Emilia
Signature of SSC Chairperson

4/6/18
Date

Bruce Bivins
Type/Print Name of Area Superintendent


Signature of Area Superintendent

05/25/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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

Horton Elementary is a beautiful Title I School located in Southeast San Diego and is among 14 other schools in the Area 1 - Lincoln High School Cluster in the San Diego Unified School District. 99% of our scholars qualify for free/reduced lunch. Our campus is situated atop a hill in the bustling Euclid Avenue Corridor, overlooking the Malcolm X Library, Elementary Institute of Science, and Jacobs Center for Neighborhood Innovation. Horton teachers and staff work collaboratively and diligently to manifest the SDUSD mission, that “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.” Together the school and families work together meaningfully and creatively to ensure that "Horton is a safe school where learning is fun."

SCHOOL VISION AND REALITY

Horton is a safe school where learning is fun. At Horton Elementary, we strive for excellence in our academic endeavors and in the pursuit of achieving our highest potential.

“Horton is a school where students become self-motivated, lifelong learners who are prepared to thrive in college and careers, and engage meaningfully in the world in which they will enter. Our teachers and parents work together to achieve our school goals. The Horton community values and prioritizes the diversity, language, and cultures of all our students and their families.”

Horton Elementary serves approximately 480 students in pre-kindergarten through grade 5. Our diverse community of learners include Hispanic, African American, Laotian, Kenyan, and Asian/Pacific-Islander students. Approximately 99 percent of our students qualify for free/reduced lunch, 15 percent receive Special Education services, and 75 percent are English Learners. We operate on a single-track, year-round school calendar with plans to convert to a traditional school calendar for the 2017–18 academic year. Like Alonzo Erasmus Horton, the patriarch after whom our school is named, staff, parents, and community resource partners strive to improve the quality of life of the students we serve by working together in positive collaboration to leave an indelible impression on our young learners through rigorous and relevant educational opportunities that engage every, student every day.

CORE AND SUPPLEMENTAL SUPPORTS**TEACHER ALLOCATIONS:**

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

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

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

Horton Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

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

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

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities (PLCs). Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision -

The scope of our Professional Development is filtered through a lenses of inquiry, "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" With a focus on trauma-informed practices, literacy and math, professional learning is informed through data monitoring and analysis of student progress in the PLCs. Data always informs just right next steps and results in goal-setting and responsive instruction. Focused observations by the Principal and teacher feedback allow for ongoing communication with a focus on reflective instructional practices that positively impact student outcomes. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSC).

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The School Site Council (SSC) has analyzed the academic performance of all student groups and has considered the effectiveness of key elements for the instructional program for students who do not yet achieved grade level proficiency in core content areas. As a result, it has adopted school SMART goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards. .

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

LCFF COMMUNITY AND STAFF ENGAGEMENT

The Horton community and staff were engaged in the 2018-19 LCFF budget development process via on-going school committees, parent meetings, student assemblies, strategic partnership meetings, and a designated stakeholder budget meeting. Stakeholder meetings school committees, and staff meetings were primary methods to engage the school-community in joint decision-making on behalf of student achievement. The 2018-19 LCFF budget reflects priorities that emerged from data derived from feedback from surveys, meetings, and minutes that target areas of increased programs and activities for students, augmented professional development opportunities for teachers, student advocacy and education workshops for parents to support students outside of school, relationship-building among the school and community, and innovative strategic partnerships.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 30% (approx. 21 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 25% (approx. 20 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 25% (approx. 1 3rd grader) will meet or exceed standards in ELA on the SBAC exam. (4 students total)

By June 2019, 25 % (approx. 1 5th grader) will meet or exceed standards in ELA on the SBAC exam. (4 students total)

Subgroup: English Learners students

By June 2019, 20% (approx. 8 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 20% (approx. 8 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 25% (approx. 14 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 25% (approx. 17 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 20% (approx. 2 3rd graders) will meet or exceed standards in ELA on the SBAC exam. (8 students)

By June 2019, 20% (approx. 7 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA achievement 3 times per year, as well as running records, and common assessments designed and implemented by teachers and analyzed in the PLCs.

Area 2: Mathematics

Mathematics SMART Goal:
 By June 2019, 30% (approx. 21 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 25% (approx. 20 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:
 Subgroup: African American students
 By June 2019, 25% (approx. 1 3rd grader) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 25% (approx. 1 5th grader) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: English Learners students
 By June 2019, 20% (approx. 8 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 20% (approx. 8 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Hispanic/Latino students
 By June 2019, 25% (approx. 14 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 25% (approx. 17 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Students with Disabilities
 By June 2019, 20% (approx. 2 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 20% (approx. 7 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
 Teachers will meet by grade level/department to analyze end of unit assessments 3 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
 By June 2019, a minimum of 80% of my site’s English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

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

Empty space for additional information or comments.

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, at least 30% (approx. 21 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 25% (approx. 20 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal

Subgroup: African American students

By June 2019, at least 25% (approx. 1 3rd grader) will meet or exceed level 38 in DRA.

By June 2019, at least 25% (approx. 1 5th grader) will meet or exceed level 44 in DRA.

Subgroup: English Learners students

By June 2019, at least 20% (approx. 8 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 20% (approx. 8 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Hispanic/Latino students

By June 2019, at least 25% (approx. 14 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 25% (approx. 17 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Students with Disabilities

By June 2019, at least 20% (approx. 2 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 20% (approx. 7 5th graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

DRA

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI 3 times per year. Analysis will inform subsequent instruction.

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

By June 2019, 90% (approx. 404 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 90% (approx. 404 families) will attend Family Friday training on High Impact Home Strategies (PowerSchool, etc) to increase the milestones necessary for meaningful graduation.

Targeted Population:

We are targeting Kindergarten through 5th grade parents, especially those of English Language Learners. Parents of these students are the most challenging to engage and connect to their children's learning. We feel that if we build the population of engaged parents through research based teaching and learning activities with our youngest students, we will build a core group of parents who develop the expectation that they will participate in their children's education every school year. We also want to develop parent literacy and enhance parents own literacy and number sense so that they feel competent to engage in their children's education.

What data did you use to form these goals?

We have tracked participation by the parents of our K-5 students in school events that benefit from their attendance such as Back to School Night, Spring Open House, Family Friday classroom visits, and any social/academic parent events taking place at school to enable us to value the participation of parents in their children's education.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet 3 times per year to analyze student progress using site developed criteria. Families are contacted based on progress. Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:*****Universal Access to Strong Core Instructional Program (Tier 1)***

- All teachers will design and implement differentiated instruction in English Language Arts using units of study grounded in the ELA Framework and California Common Core Standards.
- All students in all classrooms will receive access to enriching, high quality instruction in all content areas.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple tools of assessment to measure student progress, including DRA, CELDT, BPST, behavior referrals, and teacher created assessments. Instruction will be adjusted based upon student needs
- Staff will analyze on-demand and other student writing using grade level writing rubrics and ELDPI and provide students with timely and concrete feedback related to grade level writing standards.
- Teachers will use graphic organizers, technology, and projects to facilitate student learning and understanding of complex skills.
- Teachers work with targeted students to improve language development.
- All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
- All students who are English Learners will receive 30 minutes of Designated English Language Development instruction four times weekly, and grouped homogeneously according to language proficiency level in addition to Tier I and II interventions imbedded throughout the school day using Tier I and II interventions with the classroom teacher and In School Resource Teacher.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance attendance clerk, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district interim assessments and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

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- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide check in with at risk students
- Speech and language pathologist will provide supplemental support to English learners with language need
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Strategies include acquisition of specialized instructional materials that align with Professional Development and teacher training, including a site adoption of Benchmark Advance that will occur over the course of three years, and other curricular resources, including leveled reading texts and guided reading books that are culturally relevant.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$784.00	\$784.00	0149-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional materials, such as visual learning supports, kinesthetic manipulative/sensory inputs, and other supplies needed for high quality instruction.

How will you monitor these strategies/activities?

These instructional activities and strategies will be monitored via the Instructional Leadership Team and Professional Learning Community structures. Specifically, the Principal will work closely with grade level PLCs to devise common assessments aligned with Common Core State Standards and appropriate instructional pedagogy using acquired instructional materials. In the ILT, the Principal will disaggregate grade level data to determine and refine progress monitors necessary to continue and/or shift instructional practices.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

The In-school Resource Teacher will support students to develop higher levels of literacy achievement in the form of six-week intervention cycles consisting of small group intervention pull-out groups as well as push-in support alongside students inside of the classroom in addition to implementing instruction to students who are new to the United States.

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Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.6000	\$53,362.80	\$75,355.46	0149-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Response to Intervention literacy support for students, implementing DRA and coaching cycles instructional practices, newcomer students English Language Development small groups.

How will you monitor these strategies/activities?

The In-School Resource Teacher will work closely with students to monitor the achievement of students receiving intervention support, including co-planning and co-teaching, and attending professional learning/trainings with teachers. Along with the Principal, the Resource Teacher will lead data and student progress monitor strategies/activities alongside teachers in the grade-level PLCs and with through the ILT, to design inform and shape how classroom instruction & student learning experiences are planned and implemented.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

The In-School Resource Teacher will be a foundational support for classroom teachers as a member of grade level PLCs, identifying professional learning opportunities, and designing and facilitating lesson studies to enhance instructional experiences in order to elevate students' level of cognitive engagement.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.4000	\$35,575.20	\$50,236.97	0149-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Support for teachers, including facilitating Professional Learning Communities, design and determination of Professional Development, and instructional coaching.

How will you monitor these strategies/activities?

The School Principal will monitor and support the Resource Teacher in the form of co-planning and co-facilitating professional learning opportunities, data analysis across grade levels based upon findings in PLC, and providing on-going feedback to classroom teachers.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

The Health Tech will work alongside the School Nurse and School Principal to more fully support the healthcare needs of students. As an integral member of the Health Team, the Health Tech will work closely with parents and families to ensure continuity of school-home-community health priorities for all students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.1900	\$15,091.89	\$23,891.96	0149-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Trauma-informed practices and services and support for students, teachers, and families.
Health Technician	0.3500	\$11,941.30	\$23,560.20	0149-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Health & wellness, trauma-informed practices and services and support for students, teachers, and families.

How will you monitor these strategies/activities?

Monthly meetings, and as needed, will be facilitated by the Principal with the Health Team to ensure schoolwide health priorities are properly identified, communicated (among students, staff, and families), and addressed. The Health Team will assist with planning and co-facilitating student/family education engagements/activities that promote a healthy school, including school assemblies, community resource fairs, and as needs and opportunities arise.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

As critical partnerships necessary for student achievement, parents are included as integral members of the Horton family. The inclusion of parents in learning opportunities (school systems & structures, participation and engagement), field trips, and childcare services during workshops are necessary priorities to ensure parents are supported in their role become stronger and more engaged in the process of elevating student achievement. Parents will receive resource materials and services, and engage in workshops that enhance the quality of the lives of students and their families who support them.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$739.00	\$739.00	0149-30103-00-4301-2495-1110-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05	Parent engagement supplies, including light refreshments, and various supplies as needed for Family Fridays, English Learner Advisory Committee, and Reclassification education.
Other Nonclsrn PARAS Hrly		\$1,000.00	\$1,284.10	0149-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05	Parent/family engagement support, including childcare.
Interprogram Svcs/Duplicating		\$715.00	\$715.00	0149-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	05	Parent communication and printed resources, such as High Impact Home Reading Strategies, Questions to Ask At Parent Conferences, and Parent volunteer training materials.

How will you monitor these strategies/activities?

Parents will work closely and regularly with the School Principal and school staff in the form of PTA meetings, formal and informal engagements (Coffee with the Principal), parent-teacher conferences, and Family Fridays, and needs assessment/evaluation surveys to ensure parents are supported and feel valued as an integral stakeholder group.

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: Teaches regularly consult student assessment data to determine proficiency levels, goals, and targeted intervention strategies, including strategic student groupings, small group instruction during the literacy block such as word study, phonics, spelling, and reading fluency and reading comprehension strategies.</p> <p>Identified Need:: Longitudinal student performance data indicates that reading, reading comprehension, and writing skills are priority areas across all grade-levels.</p> <p>Target Group:: Students who are English Learners are the target group.</p> <p>Monitoring:: Progress monitors will be implemented through the cycle of Professional Learning Communities, Instructional Leadership Team, and common/grade level planning using with the support of administrative classroom observations and feedback.</p> <p>Personnel Responsible:: Literacy Resource teacher and administrator will collaborate with classroom teachers to monitor the goals and differentiate instruction as indicated through collaborative data analysis.</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: Supplemental instructional materials and online supports will be provided to students to ensure that the meet Common Core Standards. Teachers will be provided with curriculum and instructional resources to support student access to content.</p> <p>Identified Need:: Students daily implementation and practice with technology and on-line based assessments and programs as well as bridging g between curriculum and real-world experiences.</p> <p>Target Group:: Pupils in grades TK-5</p> <p>Monitoring:: The site administrator will work alongside teachers to monitor and differentiate instruction, determine supplemental instructional materials, and technological supports.</p> <p>Personnel Responsible:: Principal, literacy resource teacher and classroom teachers</p>

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Professional Development within the PLC Collaborative model will provide time to analyze pupil work, design supports for students who are English Learners, and develop and review RTI strategies. Teachers will continue to plan collaborative content lesson, increasingly become aware of student needs to support the school to deliver on the district's promise to implement Quality Indicators of Quality Neighborhood Schools.

Identified Need::

All students, in particular those performing below proficiency in need identified Tier II and III, including academic and behavioral needs as determined collaboratively in PLC teacher groups, analysis of site data including student performance and behavior referrals. All students receive differentiated supports depending on their specific needs.

Target Group::

Students who are identified as English Learners, performing below/far below proficiency levels, GATE , in transition, needing behavioral supports, and African Americans.

Monitoring::

Personnel Responsible::

Classroom teachers, literacy resource teacher, SAI teachers, and principal will collaborate to ensure pupil instruction is differentiated and that teachers are equipped with tools and resources to create safe learning environments to deliver high quality instruction daily.

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.2100	\$16,680.51	\$26,406.90	0149-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Trauma-informed practices and services and support for students, teachers, and families.
Prof&Curriclm Dev Vist Tchr		\$25,000.00	\$30,097.50	0149-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Sustain structure of Professional Learning Community for grade level data analysis, identification of students/intervention supports, and creation of common assessments, in addition to necessary support staff for implementing new ELPAC instrument.
Supplies		\$36,312.00	\$36,312.00	0149-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional materials, such as visual learning supports, kinesthetic manipulative/sensory inputs, and other supplies needed for high quality instruction.

Horton Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Contracted Svcs Less Than \$25K		\$10,000.00	\$10,000.00	0149-09800-00- 5853-1000-1110- 01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Social-emotional, trauma-informed, academic support/instruction for students.

APPENDICES

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

- A. Data Reports
- B. Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* 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.



**2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Horton
All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	223	26.9	199	25.1	221	20.4	-6.5	-4.7	227	18.9	211	16.1	224	20.1	1.2	4.0
Female	100	40.0	87	31.0	99	25.3	-14.7	-5.7	101	21.8	94	13.8	101	18.8	-3.0	5.0
Male	123	16.3	112	20.5	122	16.4	0.1	-4.1	126	16.7	117	17.9	123	21.1	4.4	3.2
African American	9	-	4	-	14	28.6	-	-	9	-	7	-	16	12.5	-	-
Asian	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	195	27.2	176	24.4	183	19.1	-8.1	-5.3	200	18.5	184	16.3	184	20.7	2.2	4.4
Indochinese	9	-	8	-	9	-	-	-	9	-	8	-	9	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	2	-	3	-	-	-	2	-	3	-	3	-	-	-
White	2	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Multiracial	6	-	9	-	11	27.3	-	-	6	-	9	-	11	9.1	-	-
English Learner	108	7.4	103	6.8	110	2.7	-4.7	-4.1	113	10.6	113	8.0	113	6.2	-4.4	-1.8
English-Speaking	115	45.2	96	44.8	111	37.8	-7.4	-7.0	114	27.2	98	25.5	111	34.2	7.0	8.7
Reclassified†	64	54.7	39	56.4	49	38.8	-15.9	-17.6	64	28.1	39	25.6	49	38.8	10.7	13.2
Initially Eng. Speaking	51	33.3	57	36.8	62	37.1	3.8	0.3	50	26.0	59	25.4	62	30.6	4.6	5.2
Econ. Disadv.*	223	26.9	193	24.4	213	19.2	-7.7	-5.2	227	18.9	205	16.1	216	19.0	0.1	2.9
Non-Econ. Disadv.	0	-	6	-	8	-	-	-	0	-	6	-	8	-	-	-
Gifted	46	69.6	33	45.5	32	40.6	-29.0	-4.9	46	34.8	33	36.4	32	43.8	9.0	7.4
Not Gifted	177	15.8	166	21.1	189	16.9	1.1	-4.2	181	14.9	178	12.4	192	16.1	1.2	3.7
With Disabilities	45	4.4	36	5.6	34	8.8	4.4	3.2	45	8.9	37	13.5	34	5.9	-3.0	-7.6
WO Disabilities	178	32.6	163	29.4	187	22.5	-10.1	-6.9	182	21.4	174	16.7	190	22.6	1.2	5.9
Homeless	3	-	44	31.8	49	22.4	-	-9.4	2	-	49	14.3	52	23.1	-	8.8
Foster	2	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
Military	7	-	0	-	0	-	-	-	7	-	0	-	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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Horton
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	79	21.5	76	21.1	63	22.2	0.7	1.1	81	21.0	79	15.2	63	25.4	4.4	10.2
Female	33	33.3	33	27.3	28	21.4	-11.9	-5.9	34	29.4	35	8.6	28	25.0	-4.4	16.4
Male	46	13.0	43	16.3	35	22.9	9.9	6.6	47	14.9	44	20.5	35	25.7	10.8	5.2
African American	5	-	2	-	5	-	-	-	5	-	2	-	5	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	65	23.1	67	19.4	55	20.0	-3.1	0.6	67	22.4	70	15.7	55	25.5	3.1	9.8
Indochinese	4	-	2	-	3	-	-	-	4	-	2	-	3	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
White	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Multiracial	3	-	5	-	0	-	-	-	3	-	5	-	0	-	-	-
English Learner	49	12.2	47	6.4	41	2.4	-9.8	-4.0	51	13.7	50	4.0	41	9.8	-3.9	5.8
English-Speaking	30	36.7	29	44.8	22	59.1	22.4	14.3	30	33.3	29	34.5	22	54.5	21.2	20.0
Reclassified†	6	-	8	-	7	-	-	-	6	-	8	-	7	-	-	-
Initially Eng. Speaking	24	25.0	21	42.9	15	46.7	21.7	3.8	24	25.0	21	33.3	15	40.0	15.0	6.7
Econ. Disadv.*	79	21.5	74	20.3	62	21.0	-0.5	0.7	81	21.0	77	15.6	62	24.2	3.2	8.6
Non-Econ. Disadv.	0	-	2	-	1	-	-	-	0	-	6	-	1	-	-	-
Gifted	16	62.5	13	23.1	6	-	-	-	16	43.8	13	38.5	6	-	-	-
Not Gifted	63	11.1	63	20.6	57	19.3	8.2	-1.3	65	15.4	66	10.6	57	21.1	5.7	10.5
With Disabilities	20	5.0	36	5.6	8	-	-	-	20	15.0	37	13.5	8	-	-	-
WO Disabilities	59	27.1	66	24.2	55	23.6	-3.5	-0.6	61	23.0	69	17.4	55	25.5	2.5	8.1
Homeless	0	-	18	44.4	15	20.0	-	-24.4	0	-	20	20.0	15	26.7	-	6.7
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	3	-	0	-	0	-	-	-	3	-	0	-	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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Horton
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	57	22.8	71	28.2	78	19.2	-3.6	-9.0	57	26.3	77	22.1	81	22.2	-4.1	0.1
Female	26	34.6	30	30.0	34	26.5	-8.1	-3.5	26	30.8	34	20.6	36	19.4	-11.4	-1.2
Male	31	12.9	41	26.8	44	13.6	0.7	-13.2	31	22.6	43	23.3	45	24.4	1.8	1.1
African American	0	-	2	-	2	-	-	-	0	-	3	-	4	-	-	-
Asian	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	54	22.2	58	29.3	67	17.9	-4.3	-11.4	55	25.5	62	22.6	68	23.5	-2.0	0.9
Indochinese	2	-	5	-	1	-	-	-	2	-	5	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	2	-	0	-	-	-	0	-	3	-	0	-	-	-
White	1	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Multiracial	0	-	4	-	7	-	-	-	0	-	4	-	7	-	-	-
English Learner	33	6.1	35	11.4	42	2.4	-3.7	-9.0	34	11.8	39	15.4	45	4.4	-7.4	-11.0
English-Speaking	24	45.8	36	44.4	36	38.9	-6.9	-5.5	23	47.8	38	28.9	36	44.4	-3.4	15.5
Reclassified†	17	58.8	16	56.3	13	46.2	-12.6	-10.1	17	58.8	16	25.0	13	61.5	2.7	36.5
Initially Eng. Speaking	7	-	20	35.0	23	34.8	-	-0.2	6	-	22	31.8	23	34.8	-	3.0
Econ. Disadv.*	57	22.8	68	27.9	74	17.6	-5.2	-10.3	57	26.3	74	21.6	77	20.8	-5.5	-0.8
Non-Econ. Disadv.	0	-	3	-	4	-	-	-	0	-	3	-	4	-	-	-
Gifted	5	-	13	53.8	12	25.0	-	-28.8	5	-	13	46.2	12	50.0	-	3.8
Not Gifted	52	17.3	58	22.4	66	18.2	0.9	-4.2	52	26.9	64	17.2	69	17.4	-9.5	0.2
With Disabilities	13	0.0	14	14.3	34	8.8	8.8	-5.5	13	0.0	15	26.7	34	5.9	5.9	-20.8
WO Disabilities	44	29.5	57	31.6	66	22.7	-6.8	-8.9	44	34.1	62	21.0	69	26.1	-8.0	5.1
Homeless	3	-	8	-	21	28.6	-	-	2	-	10	10.0	24	25.0	-	15.0
Foster	1	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Horton
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	87	34.5	52	26.9	80	20.0	-14.5	-6.9	89	12.4	55	9.1	80	13.8	1.4	4.7
Female	41	48.8	24	37.5	37	27.0	-21.8	-10.5	41	9.8	25	12.0	37	13.5	3.7	1.5
Male	46	21.7	28	17.9	43	14.0	-7.7	-3.9	48	14.6	30	6.7	43	14.0	-0.6	7.3
African American	4	-	0	-	7	-	-	-	4	-	2	-	7	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	76	34.2	51	25.5	61	19.7	-14.5	-5.8	78	10.3	52	9.6	61	13.1	2.8	3.5
Indochinese	3	-	1	-	5	-	-	-	3	-	1	-	5	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	3	-	-	-	0	-	0	-	3	-	-	-
White	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Multiracial	3	-	0	-	4	-	-	-	3	-	0	-	4	-	-	-
English Learner	26	0.0	21	0.0	27	3.7	3.7	3.7	28	3.6	24	4.2	27	3.7	0.1	-0.5
English-Speaking	61	49.2	31	45.2	53	28.3	-20.9	-16.9	61	16.4	31	12.9	53	18.9	2.5	6.0
Reclassified†	41	48.8	15	60.0	29	24.1	-24.7	-35.9	41	9.8	15	20.0	29	17.2	7.4	-2.8
Initially Eng. Speaking	20	50.0	16	31.3	24	33.3	-16.7	2.0	20	30.0	16	6.3	24	20.8	-9.2	14.5
Econ. Disadv.*	87	34.5	51	25.5	77	19.5	-15.0	-6.0	89	12.4	54	9.3	77	13.0	0.6	3.7
Non-Econ. Disadv.	0	-	1	-	3	-	-	-	0	-	6	-	3	-	-	-
Gifted	25	72.0	7	-	14	50.0	-22.0	-	25	32.0	7	-	14	28.6	-3.4	-
Not Gifted	62	19.4	45	20.0	66	13.6	-5.8	-6.4	64	4.7	48	8.3	66	10.6	5.9	2.3
With Disabilities	12	8.3	36	5.6	14	14.3	6.0	8.7	12	8.3	12	8.3	34	5.9	-2.4	-2.4
WO Disabilities	75	38.7	40	35.0	66	21.2	-17.5	-13.8	77	13.0	43	9.3	66	16.7	3.7	7.4
Homeless	0	-	18	22.2	13	15.4	-	-6.8	0	-	19	10.5	13	15.4	-	4.9
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	4	-	0	-	0	-	-	-	4	-	0	-	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 B

TITLE I PARENT INVOLVEMENT POLICY



Staci M. Dent, Principal
HORTON ELEMENTARY SCHOOL
Phone: 619.264.0171
Fax: 619.262.8023

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Horton Elementary

TITLE I PARENT INVOLVEMENT POLICY

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

Horton Elementary has developed a written Title I parental involvement policy with input from Title I parents. The principal reached out for support and input from parents and teachers during School Site Council, School Site Governance, and our Parent Involvement Committee. It has distributed the policy to parents of Title I students during a Family Friday, typically a high-number of parents attend, and copies have been sent home to each student. In primary grades a copy was sent during the start of school, and in grades 3-5 it is part of each students' school planner. All newly enroll parents also receive the policy when they register their child at Horton. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Horton Elementary the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Parents meet in the auditorium in the morning to discuss Title I money and a power-point presentation was presented in Spanish and English. The presentation was also translated to fit the needs of the parents.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. There are many ways parents can become involved at Horton. There are opportunities before school, after school, and in the evenings.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

School-Parent Compact

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

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

At Horton Elementary, we are given from our SSC members, and invited parents and staff to attend via school marquee and School Messenger. During the SSC, the members were given the compact policy to add suggestions and make revisions of the plan. The SSC approved the School Compact, when they collectively agreed upon the policy. At Horton, we are a collective group that is centered on respect, and students' needs at the forefront.

Building Capacity for Involvement

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

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Data is presented by the school principal during SSC, SGT meetings, monthly Family Fridays, and Principal Chats. SSC training will be available to parents annually.

The school seeks to provide Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Monthly Parent Workshops around Common Core in mathematics and literacy.
- Literacy workshops for primary parents
- Parent Conferences with teacher
- English classes for limited-English speaking parents
- English Learner strategies workshops during English Language Acquisition committee meetings.
- Annual workshop on healthy living presented by school nurse and physical education teacher
- Annual presentation to parents by school counselor on bully blocker techniques and strategies.
- Dad's club meets mornings and evenings 4-5 times a year.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- Staff Meetings
- Parent Involvement Committee (parents, staff, and community outreach)

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and

support parents in more fully participating in the education of their children. Nurse, health technician, and counselor meet with parents to provide resource opportunities to support their children is an on-going commitment. It is a priority at Horton that our families have the adequate resources they need to be healthy and emotionally ready for the academic program at Horton.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. (Fliers, weekly all-call updates via School-Messenger [phone and email], website and school marquee.)

The school provides support for parental involvement activities requested by Title I parents. Requests and suggestions are made during monthly Principal Chats, SSC, and SGT.

Accessibility

Horton Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Information is translated in various languages to address the needs of the parents' primary language written and orally. For example, messages from Horton to parents are translated via school messenger or in-person orally and written. Translators are available during SSC, SGT, Parent Conferences, Parent Meetings and Coffee with the Principal/Family Fridays.

APPENDIX C

HOME/SCHOOL COMPACT



Staci M. Dent, Principal
HORTON ELEMENTARY SCHOOL

Phone: 619.264.0171

Fax: 619.262.8023

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Horton Elementary

Horton Elementary School

**Home-School Compact
2018-2019**

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

SCHOOL RESPONSIBILITIES

Horton Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
 - All students are provided with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement and their academic progress.
 - Parents and teachers have on-going conferences as needed throughout the school year.
 - Formal parent-teacher conferences are held twice each year, during the first and second student progress reporting periods.
3. Provide parents with frequent reports on their child's progress
 - Communication between home and school is tremendously important; meetings may be arranged by note or telephone.
 - The school will provide regular communication with parents, including daily updates via Class Dojo or other accessible technology.
4. Reasonable access to staff.
 - Monthly Coffees with the Principal are scheduled to provide open communication between the school and parents.

- The school also communicates with school messenger and post information on website and social media.
 - Teachers communicate regularly with parents via Class Dojo.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- Parent volunteer safety patrol, classroom helper/room parent, field trip chaperone, school activities volunteer, and phone tree support/calling other parents.

PARENT RESPONSIBILITIES:

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

1. Monitoring student attendance and assuring that my child comes to school on time every day.
2. Picking up my child promptly when school ends, including on minimum days.
3. Making sure that homework is completed each day and ensuring my child has a dedicated space to complete homework. I will also help by asking any questions to help my child remember if they do not understand.
4. Assuring that my child reads a book at their level (or is read to) for at least 20 minutes each day at home. If I am unsure of my child's reading level, I will ask his/her teacher.
5. Taking advantage of all parent involvement activities that Horton Elementary School offers. Examples of such activities include Family Fridays, Parent Workshops, Classroom Publishing Parties, Coffees with the Principal, Open House, Back To School Night, and Literacy/Math Nights.
6. Limiting the amount of television and technology that my child watches every day to one hour per day.
7. Participating whenever possible, in decisions relating to my child's education.
8. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the district either received by my child or by mail, and responding as appropriate.
9. Volunteering my time at my child's school or in his/her classroom whenever possible.
10. Serving, to the extent possible on advisory groups, such as the School Site Council, the District Advisory Council, the English Learner Advisory Committee, or other school advisory groups.

STUDENT RESPONSIBILITIES:

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

1. Following the 5 school rules and SUPER H.A.W.K.S. character traits:
 - Honest with ourselves and others
 - Achieve our highest potential
 - Willing to do what is right
 - Kind to everyone
 - Safe at all times
2. Ask for help when I need it
3. Report unsafe behaviors, including unkind words
4. Do my homework independently each day.

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Horton Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr			\$ 25,000.00
		1210	Counselor	School Counselor	0.2100	\$ 16,680.51
		3000	Employee Benefits			\$ 14,823.89
		4301	Supplies			\$ 36,312.00
		5853	Contracted Svcs Less Than \$25K			\$ 10,000.00
	09800 Total				0.2100	\$ 102,816.40
	30100	1109	Pull/Out Push In	Inschool Resource Tchr	1.0000	\$ 88,938.00
		1210	Counselor	School Counselor	0.1900	\$ 15,091.89
		2236	Health Prsnl PARAS	Health Technician	0.3500	\$ 11,941.30
		3000	Employee Benefits			\$ 57,073.40
		4301	Supplies			\$ 784.00
	30100 Total				1.5400	\$ 173,828.59
	30103	2955	Other Nonclsrn PARAS Hrly			\$ 1,000.00
		3000	Employee Benefits			\$ 284.10
		4301	Supplies			\$ 739.00
		5721	Interprogram Svcs/Duplicating			\$ 715.00
	30103 Total					\$ 2,738.10

APPENDIX E

SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Alonzo E. Horton Elementary

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
<p>MAXIMIZING INSTRUCTIONAL TIME: SUBSTANTIALLY</p>	<p>Instruction is grounded in Common Core State Standards and aligned with the Critical Concepts and proficiency scales for each grade level. The use of district-adopted core instructional programs, a comprehensive assessment system, and ensuring the least restrictive environment are other areas of focus to maximize instructional time.</p> <p>We continue to seek to engage students at elevated levels of higher order thinking skills and cognitive engagement in Math, English Language Arts, and English Language Development. We maximize student engagement through strategic instructional design and delivery differentiating both instruction and pedagogy in the adoption of a Guaranteed Viable Curriculum school wide, including Benchmark Advance – a state-adopted curriculum. Our school goal is to secure curriculum and supports for Next Generation Science Standards as a strategy for elevating achievement levels in S.T.E.M., including greater partnership and collaboration with the Elementary Institute of Science (EIS).</p>
<p>CLOSING THE ACHIEVEMENT GAP: SUBSTANTIALLY</p>	<p>S.M.A.R.T. goals have been developed to ensure progress can be targeted, measured and celebrated. To facilitate achievement of our S.M.A.R.T. goals, we have identified and acquired an Integrated and Designated ELD curriculum for all students, learned and established common practices in the Balanced Literacy framework for literacy instruction, and will be are facilitating literacy and math workshops for parents as co-learners and co-teachers. Students with disabilities receive appropriate accommodations and modifications from a collaborative site-based team where parents are actively engaged and supported in the Individual Educational Plan (IEP) process.</p> <p>More support is needed for students who are English Learners and do not speak Spanish, so strategic funding was aligned for site adoption of Benchmark Advance with a two-three year implementation plan, and implementation of Elementary AVID across some grade levels.</p>

	<p>Our goal is to incorporate Trauma-informed care and restorative practices to meet the social-emotional needs of students so they are able to fully access the curriculum.</p>
<p>PROFESSIONAL DEVELOPMENT: SUBSTANTIALLY</p>	<p>We engage in frequent and close analysis of student data in Professional Learning Communities to determine effectiveness of instruction. We engage in whole site work to support teachers' need to deepen knowledge of core curriculum and content delivery of instruction sustainable via the ILT/PLC/planning structures, including instructional walkthroughs and ongoing conversations between teachers and the principal. Teacher-created common student assessments has increasingly become the focus of PLC work in order to inform instructional practices.</p> <p>Professional learning is data-driven, cyclical, and embedded throughout the academic year. We are increasingly centered on Trauma-informed Practices, Positive Behavior Intervention Supports (PBIS), Math (Envision, ST Math), Balanced Literacy (including Special Education Team), and Multi-Tiered of Systems of Support (MTSS).</p>
<p>GRADUATION/PROMOTION: SUBSTANTIALLY</p>	<p>The staff is fully focused on supporting and challenging all students to meet promotion goals.</p> <p>To support the graduation rate of our students, our work has increasingly focused on Student Centered Coaching Cycles as a framework to ground instruction in the CCSS and monitor student growth by establishing specific learning targets in approximation to proficiency scales and anchor standards.</p> <p>We have more clearly defined goals, including benchmark targets, to support all students in the third grade to become proficient at or above grade level in reading according to DRA scores.</p>
<p>PARENT ENGAGEMENT: PARTIALLY</p>	<p>Family members are involved in instructional/informational school activities such as Coffee with the Principal, Family Friday, Back to School Night and Open House, as well as fun activities such as the Fall Festival and talent show. However, meaningful engagement at a higher level is needed to ensure an academic mindset shift occurs across the school-home continuum, including Literacy/Math workshops to engage parents as co-learners and co-teachers. Support for building parents' capacity to support student learning at home will be facilitated through an assessment of needs to identify and clearly articulate goals for parent engagement and types of services that will be available to support families, community members. Our goal is to facilitate a healthy schoolwide cultural shift to adopt an academic mindset.</p>