

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT HORTON ELEMENTARY SCHOOL

2014-16

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: Mitchell, Nassersa

Contact Person: Mitchell, Nassersa

Position: Principal

Telephone Number:

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

E-mail Address: nmitchell@sandi.net

The following items are included:

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 23, 2015



SAN DIEGO UNIFIED SCHOOL DISTRICT

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

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

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

SCHOOL NAME: Horton Elementary
SITE CONTACT PERSON: Nikki Mitchell
PHONE: 619-264-0171 FAX: 619-262-8023 E-MAIL ADDRESS: nmitchell@sandi.net

DUE March 13, 2015

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

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

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

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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 3/11/15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 2-19-15
- Other (list): parent forum 3/6/15, 3/9/15, 3/10/15 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: 3-11-15

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

<u>Nikki Mitchell</u> Type/Print Name of School Principal	<u>Nikki S. Mitchell</u> Signature of School Principal	<u>3-11-15</u> Date
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<u>Emilia Cortillo</u> Type/Print Name of SSC Chairperson	<u>EC</u> Signature of SSC Chairperson	<u>3/13/15</u> Date
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<u>Shirley Wilson</u> Type/Print Name of Area Superintendent	<u>Shirley Wilson</u> Signature of Area Superintendent	<u>3/19/15</u> Date
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Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

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

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

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

SCHOOL VISION AND REALITY

The core vision for Horton Elementary is that students are at the heart of all decisions for their betterment in academics, social, and emotional well-being. It is our responsibility to ensure that students are being challenged in a broad and challenging curriculum, with high-expectations for learners with guidance and supports, when necessary. We believe that building positive relationships with students is essential for students to feel comfortable to take risks with their learning in order to maximize their learning opportunities, and foster life-time of learning. Additionally, we believe that the partnership between home, community, and school staff is a foundation for our students to experience personal growth every day in order to become critical consumers of information for the world around them. We strongly believe that we have a moral responsibility to promote relevant and explicit instruction to all our students. We believe every day is an important day in a child's life, and we must empower their learning opportunities in a systematic and creative manner towards a solid path to college and beyond.

Horton's current reality is that our staff makes decisions that are student-centered. Horton staff understands the importance of building relationships to promote a risk-taking environment. Our teachers and parents are becoming more connecting and communicating with ways to support students. Timely and explicit teacher-student to student-student feedback is practice we are addressing during Professional Learning Communities.

CORE AND SUPPLEMENTAL SUPPORTS

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

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

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

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

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

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

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Nassersa S. Mitchell	Principal
2. Carrie Jiampa	Classroom Teacher
3. Isabel Nunez	Classroom Teacher
4. Joe Waino	Classroom Teacher
5. Terri Callaway	Classroom Teacher
6. Emilia Castillo	Parent Representative
7. Cecilia Garcia	Parent Representative
8. Mireya Miramontes	Parent Representative
9. Erica Campos	Parent Representative
10. Kimberly Nicole Hines	Parent Representative

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 07/21/2016, 45 % of Horton Elementary Students will meet Common Core grade-level standards in English/Language Arts

Closing the Gap SMART Goal:

* By 07/21/2016, 50 % of Horton Elementary English Learner, Students will meet Common Core grade-level standards in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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

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

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

Area 2: Mathematics**Mathematics SMART Goal:**

* By 07/21/2016, 55 % of Horton Elementary Students will meet Common Core grade level standards in Mathematics

Closing the Gap SMART Goal:

* By 07/21/2016, 45 % of Horton Elementary English Learner, Students will meet Common Core grade level standards in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):**Progress and Growth Monitoring:**

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

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Area 3: English Learner

English Learner SMART Goal:
 * By 07/21/2016, 75 % of Horton Elementary English Learner, Students will attain one proficiency level higher than previous year in California English Language Development Test

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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

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

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 07/19/2016, 45 % of Horton Elementary Grade 03, Students will meet Common Core grade-level standards in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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

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

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

* By 07/21/2016, 85 % of Horton Elementary Parents/Guardians will participate in Fall and Spring Open House, Parent Conferences, and Family Friday training in Parent and Community Engagement

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.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California Common Core Standards grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e, interim assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on-demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers to support student understanding.
- work with targeted students to improve language development.
- All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance 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.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Health Technician,	0.2250	\$7,525.13	0149-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	04, 05	Health tech to assist students with healthcare matters to improve attendance and achievement
Position Inschool Resource Tchr,	0.6000	\$48,163.20	0149-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 03, LCFF 1, LCFF 2, LCFF 3	Lead grade level literacy PLCs. In PLCs, will support teachers in writing lesson plans and analyzing data to plan next steps. During the monthly 2 hour Professional Development, the IRT will facilitate professional development for the site staff.
Position School Counselor,	0.2000	\$15,098.80	0149-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04, 05	Counselor to provide counseling supports to resolve social, emotional and behavioral problems to improve student attendance and achievement
Position Inschool Resource Tchr,	0.4000	\$32,108.80	0149-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, LCFF 1	IRT will work with small literacy groups based on student needs.
Interprogram Svcs/Field Trip	-	\$1,400.00	0149-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Field trips will support student academic achievement by bridging curriculum and real life experiences.
Other Support Prsnl PARAS Hrly	-	\$1,200.00	0149-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare and/or translation for parent events and meetings.
Inservice supplies	-	\$894.00	0149-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Inservice materials and light refreshments for parent events and meetings.
Classroom Teacher Hrly	-	\$2,000.00	0149-30106-00-1157-1000-1110-	Title I Supplmnt Prog Imprvmt	01, 02, LCFF 1	After school tutoring for students in literacy and mathematics not at grade level as needed.

Horton Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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Supplies	-	\$7,914.00	0149-30106-00- 4301-1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03	Supplemental supplies such as manipulatives, chart paper, stands, journals, pencils, professional development books, mathematics materials, etc... in order for students to meet grade level standards.

Local Control Funding Formula Goals
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal: Providing small group support at the primary grades during the literacy block, focusing on literacy intervention work such as word study, phonics, spelling, and reading fluency and reading comprehension strategies for grades 4th and 5th grade.</p> <p>Identified Need: Prior data indicates that reading comprehension and writing skills is an area of focus across all grade-levels.</p> <p>Target Group: Second Language Learners will be the target group.</p> <p>Monitoring: PLC developed exit slips and assessments will be implemented on a monthly basis.</p> <p>Personnel Responsible: Literacy Resource teacher and administrator will collaborate with classroom teachers to monitor the goals.</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 they meet Common Core Standards.</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 with teachers to monitor the use of technology and supplemental instructional materials.</p> <p>Personnel Responsible: Principal, literacy resource teacher and classroom teachers</p>
<p>Goal 3: Professional Development Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?</p>

Professional Development Goal:

Professional Development within the PLC Collaborative model will provide time to analyze pupil work, design supports for ELs, and develop and review RTI strategies. Teachers will continue to collaboratively plan core subject lesson studies with focus on the District Learning Cycle expectations.

Identified Need:

All students, and especially those performing below proficiency need identified Tier II supports as prescribed by PLC Collaborative teacher groups and literacy resource teacher. All students require differentiated supports depending on their point of need. Teacher collaborative time is necessary to accomplish the related planning.

Target Group:

ELs, GATE identified, students in transition, and all other students who are not performing at grade level.

Personnel Responsible:

Classroom teachers, literacy resource teacher, SAI teachers, and principal will collaborate to ensure pupil instruction is differentiated

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor,	0.2000	\$15,098.80	0149-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	04	Counselor to provide counseling supports to resolve social, emotional and behavioral problems to improve student attendance and achievement
Supplies	-	\$282.00	0149-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2	Supplemental supplies such as manipulatives, chart paper, stands, journals, pencils, professional development books, mathematics materials, etc... in order for students to meet grade level standards
Health Prsnl PARAS Hrly	-	\$300.00	0149-09800-00-2286-3140-0000-01000-0000	LCFF Intervention Support	04, LCFF 1	Hourly time for health tech to assist students with healthcare matters to improve attendance and achievement
Software License	-	\$6,000.00	0149-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	01, 02, LCFF 1, LCFF 2	Software License for supplemental ELA and mathematics instructional materials in supporting students meet grade-level standards.
Interprogram Svcs/Field Trip	-	\$3,600.00	0149-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	01, 02, LCFF 1, LCFF 2	Field trips will support student academic achievement by bridging curriculum and real life experiences.
Prof&Curriclm Dev Vist Tchr	-	\$30,000.00	0149-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 2	Teachers will collaborate to plan rigorous high quality, daily instruction in ELA. Teachers will analyze outcomes for formative assessments, develop strategic engagement of English Learner students in order to raise student achievement.

APPENDICES

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

- A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2015-16 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

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



Horton Elementary
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.

Horton Elementary School

**Home/School Compact
2014-2015**

Mission:

Our children will use literate power for social action and contribution. Students will learn to read, write and compute and will use these skills to actively participate and contribute to a democratic society.

School Responsibilities

Horton Elementary School will:

- 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.
- Hold parent-teacher conversations during which this compact will be discussed as it relates to the individual child's achievement and their academic progress. Parent-teacher conversations are part of Horton's first and second student progress reporting periods. Scheduled Parent/Teacher conferences. November, 17,18,19,20,21, 2014 and March 23-24-25-26,27,

2015.

- Provide parents reasonable access to staff. Communication between home and school is tremendously important; meetings may be arranged by note or telephone. 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.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parent Responsibilities

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

- Assuring that my child comes to school on time every day.
- Picking up my child promptly when school ends, including minimum days.
- Checking to be sure my child's homework is done correctly and completed each day. I will also help explain any concepts to my child when s/he does not understand.
- Assuring that my child reads a book at their level 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.
- Taking advantage of any/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, etc.
- Limiting the amount of television that my child watches every day.
- Participating whenever possible, in decisions relating to my child's education.
- 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.
- Volunteering my time at my child's school or in his/her classroom whenever possible.
- 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.

- Promise to always work hard and be kind.

The school provides parents of Title I students with timely information about Title I programs.

*Content area (mathematic and literacy) Common Core Workshops

*Literacy Parent Workshops

*Second Language Acquisition strategies

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Student data analysis on the trends with students' performances with regard to literacy, mathematic, and science is shared with parents during SSC, SGT, and Parent Workshops, at least three times a year, depending of the assessment cycle driven by the state and district.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. At Horton, we are very responsive to the needs of our school community. We offer a myriad of opportunities for parents to participate in learning about Horton's data, and becoming an active participate in their child's education. We offer sessions, before school after school, and early evenings.

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 around 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 provides 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 monthly 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, and Principal Chats.

APPENDIX B**HOME/SCHOOL COMPACT**

(Provided by the School Site)

Horton Elementary School

Home/School Compact 2014-2015

Mission:

Our children will use literate power for social action and contribution. Students will learn to read, write and compute and will use these skills to actively participate and contribute to a democratic society.

School Responsibilities

Horton Elementary School will:

- 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.
- Hold parent-teacher conversations during which this compact will be discussed as it relates to the individual child's achievement and their academic progress.
Parent-teacher conversations are part of Horton's first and second student progress reporting periods.
Scheduled Parent/Teacher conferences. November, 17,18,19,20,21, 2014 and March 23-24-25-26,27, 2015.
- Provide parents reasonable access to staff.
Communication between home and school is tremendously important; meetings may be arranged by note or telephone. 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.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parent Responsibilities

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

- Assuring that my child comes to school on time every day.
- Picking up my child promptly when school ends, including minimum days.
- Checking to be sure my child's homework is done correctly and completed each day. I will also help explain any concepts to my child when s/he does not understand.
- Assuring that my child reads a book at their level 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.
- Taking advantage of any/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, etc.
- Limiting the amount of television that my child watches every day.
- Participating whenever possible, in decisions relating to my child's education.
- 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.
- Volunteering my time at my child's school or in his/her classroom whenever possible.
- 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.

- Promise to always work hard and be kind.

APPENDIX C

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

San Diego Unified School District
 Site: 0149 Horton Elementary
 As of Date 04-10-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I Parent		30106 Title I Supplmnt	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		144,522.00		2,374.00		10,218.00
		144,522.74		2,373.60		10,218.60
		(0.74)		0.40		(0.60)
Certificated Salaries / Monthly	1.20	95,370.80	-	-	-	-
2040 Inschool Resource Tchr	1.00	80,272.00	-	-	-	-
2605 School Counselor	0.20	15,098.80	-	-	-	-
Classified Salaries / Monthly	0.23	7,525.13	-	-	-	-
6410 Health Technician	0.23	7,525.13	-	-	-	-
Certificated Salaries		-		-		2,000.00
1157 Classroom Teacher Hrly		-		-		2,000.00
Classified Salaries		-		1,200.00		-
2281 Other Support Prsnl PARAS Hrly		-		1,200.00		-
Employee Benefits		40,226.81		279.60		304.60
Books and Supplies		-		894.00		7,914.00
4301 Supplies		-		-		7,914.00
4304 Inservice supplies		-		894.00		-
Services and Other Operating		1,400.00		-		-
5735 Interprogram Svcs/Field Trip		1,400.00		-		-

APPENDIX D

2014-15 SPSA ADDENDUM

Horton Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2015, 40 % of Horton Elementary Students will meet Common Core grade-level standards in English/Language Arts. By 07/21/2015, 35 % of Horton Elementary English Learner, Students will meet Common Core grade-level standards in English/Language Arts
Mathematics	By 07/21/2015, 50 % of Horton Elementary Students will meet Common Core grade level standards in Mathematics. By 07/21/2015, 40 % of Horton Elementary English Learner, Students will meet Common Core grade level standards in Mathematics
English Language Development	By 07/21/2015, 75 % of Horton Elementary English Learner, Students will attain one proficiency level higher than previous year in California English Language Development Test
Graduation/Promotion Rate	By 07/19/2015, 40% of Horton Elementary Grade 03, Students will meet Common Core grade-level standards in English/Language Arts.
Parent Involvement and Community Engagement	By 07/21/2015, 85 % of Horton Elementary Parents/Guardians will participate in Fall and Spring Open House, Parent Conferences, and Family Friday training in Parent and Community Engagement

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

Name	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		137,082.00		1,926.00		9,624.00	
1109 Pull/Out Push In		13,271.00					Summer Salary for IRT for year round site: IRT will lead grade level PLCs for 1 hour and 45 minutes every other week. In PLCs, will support teachers in writing lesson plans. During the monthly 2 hour Professional Development, will be responsible for supporting assigned grade levels with the content of the session. In these sessions they consult and coach towards the outcomes for the session.
1157 Classroom Teacher Hrly		4,410.00					Tutoring for students not at grade level in literacy and mathermatics.
1170 Prof&Curriclm DevHrlyClstrmTchr		2,000.00					Hourly time beyond contract hours for teacher to analyze data and develop common formative assessments.
1192 Prof&Curriclm Dev Vist Tchr		3,000.00					Teachers will collaborate to plan rigorous high quality, daily instruction in ELA. Teachers will analyze outcomes for formative assessments, develop strategic engagement of students in order to raise student achievement.
1240 Nurse	0.11	8,056.00			0.09	6,591.00	Supplemental nurse time to assist students with healthcare matters to improve attendance and achievement
2236 Health Prsnl PARAS	0.23	7,338.00					Supplemental health tech time to assist students with healthcare matters to improve attendance and achievement
2281 Other Support Prsnl PARAS Hrly				1,200.00			Translation support to inform parents at conferences regarding their child's academic progress.
3000 Employee Benefits		23,681.00		264.00		2,220.00	Mandated benefits for FTE and hourly time for personnel in Title 1
4201 Library Books		10,000.00					Supplement school library with non-fiction, fiction books, and new releases to support enjoyment of reading
4301 Supplies		41,326.00				813.00	Supplemental supplies such as manipulatives, chart paper, stands, journals, pencils, professional development books, mathematics materials, etc... in order for students to meet grade level standards. Supplemental diagnostic reading assement materials to determine instructional needs for students. Supplemental materials and supplies to support parent events and meetings.
4304 Inservice Supplies				462.00			Inservice materials and light refreshments for parent events and meetings.
5721 Interprogram Svcs/Duplicating		9,000.00					Printing services of supplemental materials to assist students in literacy and mathematics

5733 Interprogram Svcs/Paper		10,000.00					Paper to create supplement worksheets and activities for double dosing small groups on underperforming students in ELA.
5735 Interprogram Svcs/Field Trip		5,000.00					Field trips will support student academic achievement by bridging curriculum and real life experiences.

2014-15 Elementary Core

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	1:24
Grade 4-5:	1:32.13

NURSE:

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

Enrollment/Days Per Week

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

Allocation is based on projected enrollment and managed centrally.

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

APPENDIX E

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

APPENDIX E

School Name: Horton Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$144,522.00
Enter Total Allocation: Resource 30106	\$10,218.00
Sum of Resources 30100 & 30106	\$154,740.00
10% allocation needed for PD	\$15,474.00

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

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

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106		(0.6 FTE) IRT will lead grade level literacy PLCs. In PLCs, IRT will support teachers in writing lesson plans and analyzing data to plan to plan next steps. During the monthly 2 hour Professional Development, the IRT will facilitate professional development for the site staff.	\$48,163.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$48,163.00
10 % allocation has been met			YES