

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **HORTON ELEMENTARY** SCHOOL

2020-21

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: Garegnani, Danielle

Contact Person: Garegnani, Danielle

Position: Principal

Telephone Number: 619-344-3700

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

E-mail Address: dgaregnani@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- 2019-20 SPSA Evaluation of LCFE and Title I Funded Actions and Activities
- School Parent Compact

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: **Horton Elementary**

DUE: October 5, 2020

SITE CONTACT PERSON: **Danielle Garegnani**

PHONE: 619-344-3700

FAX: (619) 344-3749

E-MAIL ADDRESS: dgaregnani@sandi.net

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

Title 1 Schoolwide Programs (SWP) CSI School

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

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

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

- English Learner Advisory Committee (ELAC) Date of presentation: 10/12/2020
- 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:
- 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: 10/13/2020

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

Danielle Garegnani

Type/Print Name of School Principal

Danielle Garegnani, 10/13/2020

Signature of School Principal / Date

Julie Eriksen

Type/Print Name of SSC Chairperson

Julie Eriksen, 10/13/2020

Signature of SSC Chairperson / Date

Lourdes Garcia Chepe

Type/Print Name of ELAC Chairperson

Lourdes Garcia Chepe, 10/13/2020

Signature of ELAC Chairperson / Date

Bruce Bivins

Type/Print Name of Area Superintendent

Bruce Bivins 10/14/2020

Signature of Area Superintendent / Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department

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

This School Plan for Student Achievement fulfills the requirements of the school-wide Title 1 Program.

Horton Elementary is a school where students become self-motivated, life-long learners who are prepared to productively participate in a democratic society and pursue a professional career. Our students' educational interests, which include their academic, physical, and emotional well-being, are our top priority. We believe parents and teachers should work together to achieve these life-long goals. The Horton community respects the diversity, language, culture, and gender of all our students and their families.

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

PURPOSE AND DESCRIPTION

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

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

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

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

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

STAKEHOLDER INVOLVEMENT

At Horton, our community continuously engages in a collaborative process in the development of the SPSA on a yearly basis. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via SSC and staff meetings. Due to the COVID-19 pandemic, school closures, and the transition to a new site administrator, other stakeholder groups had fewer opportunities to provide input in the development of the 2020-2021 budget. On 9/18/2020, the SSC was presented the draft goals and action steps for the 2020-2021 SPSA and provided input around goals and action steps. On 9/23/2020, Horton's Instructional Leadership team was as presented the draft goals and action steps for the 2020-2021 SPSA and provided input around goals and action steps. On 10/5/2020, the 2020-2021 draft goals and action steps were presented at the staff meeting. Staff was given the opportunity to provide input and feedback. At the first ELAC meeting on 10/12/2020, Horton's newly elected ELAC committee received training on Legal Task 1B (providing input to the school on the SPSA) in Spanish, reviewed the draft goals and action steps in Spanish, and provided input to the SSC around the 2020-2021 SPSA. On 10/13/2020, Horton's SSC met to review, give input, and approve the final SPSA for 2020-2021.

RESOURCE INEQUITIES

Horton staff conducted a root cause analysis of historic data trends across student groups that involved examining results from CAASPP, California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the SPSAs from 2015-2020. An analysis of the student groups (3rd-5th) CAASPP results indicate overall growth in the area of ELA and Math.

The school's overall data for the 2015-16 school year indicates 25% of students met or exceeded standards in ELA and 16% in Math. In the 2016-17 school year, 20% of 3rd-5th grade students met or exceeded standards in ELA and 20% in Math. In the 2017-18 school year, 21% of 3rd-5th grade students met or exceeded grade-level standards in ELA and 17% in Math. In the 2018-19 school year, 33% of 3rd-5th grade students met or exceeded standards in ELA and 23% in Math. This indicates that 3rd-5th grade students experienced an 8% increase in ELA and a 7% increase in Math over the four-year period spanning 2015-16 to 2018-19.

Each year, the SPSA is updated and modified to reflect the most recent current reality of students' academic performance and social-emotional needs as evidenced by data on student achievement, school attendance, and suspension rates.

The 2015-16 SPSA focused on securing resources for instructional supports to close the reading gap of students, opportunities for parent engagement, with a focus on subgroups of students who are English Learners, students with disabilities, students that are African/African-Americans, and students of low socio-economic status.

The 2016-17 SPSA focused on instructional supports to sustain viable professional learning structures for teachers to close the reading gap of students, including a multi-year plan to provide Guaranteed a Viable Curriculum, and resources for the establishment of a Professional Learning Community structure. We continued to focus on our student sub-groups representing the equity challenge at our site.

The 2017-18 SPSA focused on professional learning in ELA, student intervention resources, preparing students for college and careers, strengthening the professional learning structure of Professional Learning Communities, trauma-information and resources for teachers, parents, and students.

The 2018-19 and 2019-2020 SPSA focused on sustaining the PLC structure, expanding the GVC for ELs, targeted professional learning in ELA (Balanced Literacy framework with Benchmark Advance), and math (number talks and word problems), and high-reliability systems for continuity of high-quality Tier I instruction in every classroom and safe, inclusive, and collaborative environments schoolwide.

As a result of the achievement data, there are inequities in the areas of ELA and Math. Horton has had significant turnover in teaching staff each year with 5-6 teachers being new to the site, and many new to the teaching profession. The 2020-2021 school year is the first year that Horton has retained the majority of the teaching staff, with only two new teachers to the campus. We know that this will significantly impact our progress forward in collaboration and will strengthen our PLC work. To support student progress in both ELA and Math, professional development and PLC work will focus on studying and gaining an in-depth understanding of common core standards with a focus on learning targets and success criteria; strengthening tier one instruction by integrating coaching, lesson studies and planning supports embedded throughout the school year for all classroom teachers and Education Specialists; strengthening the implementation of a multi-tiered system of support (MTSS), with levels differentiated instruction that reflects the intensity of support based on student needs; and administering common assessments (3 times a year), including FAST, DRA reading levels, and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a weekly basis. Professional learning and PLC work in ELA will continue to focus on strengthening the implementation of the Guaranteed and Viable Curriculum (Benchmark Advance) through the Balanced Literacy Framework, which also includes both Integrated and Designated ELD components and strategic support for students with disabilities. Professional learning and PLC work in Math will focus on the implementation of a Guaranteed and Viable Curriculum, Illustrative Math, and strengthening math routines and number talks.

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Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism and suspension rates. 98% of Horton's student population is considered socioeconomically disadvantaged. In addition to backgrounds of high trauma, the impact of high teacher turnover and placement of new teachers to the profession have adversely impacted and/or disrupted continuity for students and their access to continuous and reliable high-quality Tier I instruction. The school community has done extensive work in MTSS and has put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the principal, school counselor, and certificated staff to monitor attendance and social-emotional needs. The Attendance Assistant will monitor attendance and chronic absenteeism data, communicate with and provide assistance to families around attendance issues, make referrals to appropriate staff for families needing additional support, and assist families to ensure access to online resources and instruction during online learning. There will be consistent home visits and communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. There will be a Guidance Assistant on-site (5 days a week) to support our School Counselor in providing for students' social-emotional and behavior needs. Students will have a venue to practice and apply coping and executive functioning skills. In addition, the Guidance Assistant and Counselor will work directly with staff and families to provide professional development and strategies to support students in class and at home. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS and MTSS schoolwide to cultivate a positive school culture for all stakeholders. Based on this analysis of historical data, the focus of our school plan as reflected in the 2020-2021 SPSA, will be to maintain our gains and accelerate our learning in the continuity of closing the achievement gap of our students.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
1. Danielle Garegnani	Principal
2. Anita Alcaraz	Classroom Teacher
3. Julie Eriksen	Classroom Teacher
4. Michaela Baca	Classroom Teacher
5. Jeniva Duarte	Other School Personnel
6. Elizabeth Galicia	Parent Representative
7. Lourdes Garcia Chepe	Parent Representative
8. Leticia Perales	Parent Representative
9. Dahlia Armenta	Parent Representative
10. Berhane Wondmeneh	Parent Representative

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Horton implements a variety of ways to foster positive student engagement and attendance, however, there is still a great need to improve chronic absenteeism in our school. Students are frequently absent in on-line and on-site learning which creates missed opportunities for instruction. Title I funds are used to support students with chronic absenteeism via an In-school Resource Teacher, a school counselor, an attendance assistant, and by providing visiting teachers release time to participate in PLC work that focuses on multiple tiered systems of support (MTSS). Teachers are also provided release time to participate in professional development that focuses on supporting student engagement through the MTSS process. A guidance assistant provides social-emotional and behavioral support to students, as well as supports attendance monitoring and outreach. A safe play program designed to provide structures, routines, and games that are appropriate for safe recess behavior is also funded to support a safe and inclusive culture at Horton.

*Major Differences

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

No major differences

*Changes

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

No major changes						
*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease the overall school wide chronic absenteeism rate.	22%	12%	Chronic Absenteeism	Annual
June 2021	TK-5	Decrease the overall school wide suspension rate.	6%	3%	Suspension	Annual
*Identified Need						
<p>On the California Dashboard (2019) Horton is in the red in the following indicators: Chronic Absenteeism and Suspension Rates. The overall school chronic absenteeism rate is 22.4%.</p> <p>Chronic Absenteeism Rates (subgroups): African American students = 22.9% (35 students) English Learners = 20.5% (259 students) Hispanic students = 21% (353 students) Students with disabilities = 23.3% (60 students) Students who are homeless = 26.2% (172 students) Socioeconomically Disadvantaged= 22.1% (425 students) (Over 99% of the Horton student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.) According to the California Dashboard (2019), Horton's suspension rate is at 5.6% (of 444 students were suspended at least one time).</p> <p>Suspension Rates (subgroups): African American students = 2.6% (38 students) English Learners = 6.7% (268 students) Hispanic students = 6% (365 students) Students with Disabilities = 13.3% (60 students) Students who are homeless = 6.1% (181 students) Socioeconomically Disadvantaged students = 5.7% (440 students) (Over 99% of the Horton student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.) According to the 2018-2019 California School Parent Survey (CSPS), the average parent involvement rate is at 94% (with the response of "strongly agree" "agree" in each of the indicators (see below). 32% (162 of parents within our student population of 440 students) completed the survey (as of July 19, 2019).</p> <p>Parent Involvement (indicators):</p>						

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- School allows input and welcomes parents' contributions = 82%
- School encourages me to be an active partner with the school in educating my child = 82%
- School actively seeks the input of parents before making important decisions = 75%
- Parents feel welcome to participate at this school = 90%

***Online Learning Implications**

Horton staff will support students during online learning by focusing on social-emotional learning; supporting the physical and mental well-being of our students by including social-emotional learning into daily lessons and units of instruction. Horton's online offers students access to daily instruction which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment. Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

To monitor and support student attendance during online learning, Horton staff will implement a tiered system of support:

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3- Horton's student engagement team (principal, counselor, guidance assistant, attendance assistant, and district ELIRT) will assist families with connectivity through phone calls to support with logging on, ordering and delivering Chromebooks and hot spots for identified families, and providing home-visit wellness check-ins with identified families.
- Classified clerical employees adjust their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

To promote and build student engagement during online learning, Horton will include monthly HAWKS assemblies, student attendance recognition awards for improvement, student spirit activities, virtual family nights, read alouds with the principal, and other virtual events that foster student participation and engagement.

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-2	English Learner	Will attend school regularly	41%	60%	Attendance	Annually
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate	21%	11%	Attendance	Annually
June 2021	TK-5	Homeless/Foster	Decrease chronic absenteeism rate	29%	19%	Attendance	Annually

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June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate	22%	12%	Attendance	Annually
June 2021	TK-5	Black or African American	Decrease chronic absenteeism rate	23%	13%	Attendance	Annually
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism rate	23%	13%	Attendance	Annually
June 2021	TK-5	English Learner	Decrease chronic absenteeism rate	20%	10%	Attendance	Annually
June 2021	TK-5	English Learner	Decrease the overall school wide suspension rate.	6%	3%	Suspension	Annually
June 2021	TK-5	Hispanic or Latino	Decrease the overall school wide suspension rate.	6%	3%	Suspension	Annually
June 2021	TK-5	Homeless/Foster	Decrease the overall school wide suspension rate.	6%	3%	Suspension	Annually
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease the overall school wide suspension rate.	6%	3%	Suspension	Annually
June 2021	TK-5	Students with Disabilities	Decrease the overall school wide suspension rate.	13%	6%	Suspension	Annually
June 2021	TK-5	Black or African American	Decrease the overall school wide suspension rate.	3%	1%	Suspension	Annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

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All students at the school will benefit from this strategy/activity in the area of Chronic Absenteeism, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, students who are considered Socioeconomically Disadvantaged, and students who are living in homelessness.

All students at the school will benefit from this strategy/activity in the area of Suspensions, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, students who are considered Socioeconomically Disadvantaged, and students who are living in homelessness.

Note: Over 99% of Horton's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

The Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will support students' overall social-emotional well being and needs as they relate to the traumatic Adverse Childhood Experiences (ACHs). The Guidance Assistant will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture. The Guidance Assistant will help support students' social and emotional well being and needs alongside the School Counselor. Trauma-informed practices will be the core of this role. The allocation of this resource allows for the school Counseling Center to be open to students every day, during core instructional hours when most needed by students.

To ensure that the effort toward the reduction/elimination of our rate of chronic absenteeism is a school-wide effort from the classroom to home, the following strategies will be implemented:

- parent education workshops on why school attendance matters
- Family Friday parent engagement topics that address site chronic absenteeism data
- schoolwide celebrations for monthly perfect attendance
- end of the year incentives for perfect attendance
- school participation with partnerships with community organizations and legislators that have programs that promote school attendance

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F014920	Guidance Asst	0.62500	\$20,322.50	\$45,655.80	0149-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Guidance Assistant to support attendance goals and working with students emotional and academic needs

Strategy/Activity 2

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

All students in grades TK-5.

***Strategy/Activity - Description**

Safe, inclusive, and collaborative environment - Playworks.

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To help cultivate a safe, inclusive, and collaborative learning environment, the site will contract Playworks, a safe play program designed to provide structures, routines, and games that are appropriate for safe recess behavior. In addition to safe playground behaviors and lesson guides for games, students will have structured opportunities to build respect and social relationships among themselves that will transfer into the classroom learning environment. Engaging in safe, structured play on the playground will help reduce and eliminate bullying behaviors, and thereby contribute to the reduction of the school's overall suspension rate.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0149B1	Contracted Svcs Less Than \$25K		\$10,000.00	\$10,000.00	0149-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To cultivate a safe, collaborative, and inclusive environment for all students.

Strategy/Activity 3

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

All students in grades TK-5

***Strategy/Activity - Description**

The Counselor will work collaboratively with students, parents, principal, guidance assistant, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Counselor will help support students' social and emotional well being and needs alongside the guidance assistant. Trauma-informed practices will be the core of this role. The Counselor will assist families with resources and information related to supporting the academic and social-emotional and behavioral needs of students. The Counselor will lead the monitoring of the MTSS process at Horton, facilitate meetings, and provide input to staff for tiered intervention that specifically relates to SEL and absenteeism. The Counselor will conduct home visits, as needed, with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Counselor will also be an active member of the PBIS team and/or other subcommittees as needed to support a positive school culture. The allocation of this resource allows for the school Counseling Center to be open to students every day, during core instructional hours when most needed by students.

To ensure that the effort toward the reduction/elimination of our rate of chronic absenteeism is a school-wide effort from the classroom to home, the school, the following strategies will be implemented:

- parent education workshops on why school attendance matters
- Family Friday parent engagement topics that address site chronic absenteeism data
- schoolwide celebrations for monthly perfect attendance
- end of the year incentives for perfect attendance
- school participation with partnerships with community organizations and legislators that have programs that promote school attendance

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
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F014921	School Counselor -	0.20000	\$17,414.40	\$27,584.95	0149-00010-00-1210-3110-0000-01000-3401	Position Allocation	[no data]		The counselor will help with restorative practice, do home visits, small groups and give parents resources that will help them support their students in the area of attendance
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***Additional Supports for this Strategy/Activity**

Strategy/Activity 4

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

All students in grades TK-5

***Strategy/Activity - Description**

The Attendance Assistant will work collaboratively with the principal, counselor, guidance assistant, nurse, health technician, classroom teachers, and support staff to monitor attendance and chronic absenteeism data, communicate with and provide assistance to families around attendance issues, make referrals to appropriate staff for families needing additional support, assist with attendance recognition and reward activities, and work with families to ensure access to online resources and instruction during online learning.

To ensure that the effort toward the reduction/elimination of our rate of chronic absenteeism is a school-wide effort from the classroom to home, the school, the following strategies will be implemented:

- parent education workshops on why school attendance matters
- Family Friday parent engagement topics that address site chronic absenteeism data
- schoolwide celebrations for monthly perfect attendance
- end of the year incentives for perfect attendance
- school participation with partnerships with community organizations and legislators that have programs that promote school attendance

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F014922	Attendance Asst -	0.50000	\$16,504.50	\$33,603.04	0149-00010-00-2404-3130-0000-01000-3401	Position Allocation	[no data]		Attendance Assistant will monitor attendance data and work with staff to support families to decrease the number of chronically absent students.
F014923	Attendance Asst -	0.20000	\$6,601.80	\$13,441.22	0149-09800-00-2404-3130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Attendance Assistant will monitor attendance data and work with staff to support families to decrease the number of chronically absent students.
F014924	Attendance Asst -	0.10000	\$3,300.90	\$6,720.61	0149-30106-00-2404-3130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Attendance Assistant will monitor attendance data and work with staff to support families to decrease the number of chronically absent students.

Strategy/Activity 5									
*Students to be served by this Strategy/Activity									
All students in grades TK-5									
*Strategy/Activity - Description									
Professional Learning Communities focused on MTSS- Visiting Teachers All teachers in grades TK-5, Special Education Resource Specialists, the counselor, and resource teacher will participate in bi-monthly PLCs to support the MTSS process. During PLCs, teachers will discuss tier 1 instruction, engage in common assessment data analysis, identify students in need of additional support, determine effective engagement practices, determine necessary instructional shifts and intervention supports, strategies, and accommodations for the identified students. Visiting teachers are essential for classroom teachers to be released from their classrooms to participate in PLCs with support staff to work on the following: analyze student data, discuss attendance, academic, social-emotional, and behavioral needs of identified students and plan for implementation of intervention support.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0149AY	Prof&Curriclm Dev Vist Tchr		\$3,685.00	\$4,506.38	0149-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers provide release time for teachers to engage in MTSS PLC work.
N0149B0	Prof&Curriclm Dev Vist Tchr		\$1,791.00	\$2,190.21	0149-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Visiting teachers provide release time for teachers to engage in MTSS PLC work.
	Inschool Resource Tchr				0149-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01491Y	In school resource teacher provides input and feedback to teachers about student needs and provides coaching and planning support to address student intervention.
	School Counselor -				0149-00010-00-1210-3110-0000-01000-3401	Position Allocation	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F014921	Counselor provides input and feedback to teachers about student engagement needs and provides intervention planning support.
	School Counselor -				0149-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 6 - Supporting Black Youth Ref Id : F014925	Counselor provides input and feedback to teachers about student engagement needs and provides intervention planning support.

Goal 2 - English Language Arts

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

At Horton, ELA instruction is implemented by credentialed teachers who participate in ongoing bi-monthly Professional Learning Communities, and routine targeted professional learning. Title I funds are used to support ELA instruction via an In-school Resource Teacher, retired reading intervention teachers, and by providing visiting teachers release time to participate in PLC work and professional development that focuses on literacy instruction. PLC work and professional development continue to focus on the implementation of Guaranteed and Viable Curriculum in ELA which provides targeted instruction and supports for all students to ensure teachers are able to effectively deliver this curriculum with high reliability across all classrooms.

*Major Differences

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

No major differences

*Changes

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

No major changes

*Goal 2 - English Language Arts						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	33%	43%	CAASPP ELA	Annually
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	33%	43%	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	30%	40%	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	36%	46%	CAASPP ELA	Annually

***Identified Need**

The CA Dashboard indicates that Horton students had an overall increase of 34.8 points towards meeting grade-level standards in ELA in 2019. There is a need to ensure that we maintain the gains in ELA achievement to close the achievement gap of our students at a sustainable rate, gradually and incrementally.

***Online Learning Implications**

During online learning, Horton staff continue to implement the same literacy approaches as in-person learning, but adapt them to a virtual context. Assessment tools are also adapted to administer in an online setting. To monitor and support student progress in literacy, Horton staff continue to use formative and summative assessment practices. Daily assessment strategies include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments include assessing student writing or student-developed presentation or videos. Monthly or unit assessments include performance tasks, real-world projects, and the development of presentations. Multiple assessment opportunities are embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery. Summative assessments are used to assess mastery toward grade-level standards and in determining student grades.

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

To foster and build student engagement of literacy during online learning, Horton staff utilize structures and digital tools to support student collaboration. Teachers also attended professional development with Doug Fisher to learn strategies to support student engagement, lesson planning, and assessment in an online environment. To address the instructional needs of the group as well as individual student needs, teachers provide both whole group, small group, and individual instruction. English learners receive daily English Language Development through both Integrated and Designated ELD, and teachers implement strategies for differentiation and scaffolding instruction for diverse learners in their virtual classrooms.

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	18%	38%	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	25%	45%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	7%	27%	CAASPP ELA	Annually
June 2021	3-5	Homeless/Foster	Increase the percentage of students meeting and exceeding grade level standards.	6%	26%	CAASPP ELA	Annually
June 2021	K-5	Students with Disabilities	Students with disabilities will show growth in	18%	100%	FAST aReading	3x/year

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			their lexile level each trimester as measured by the FAST reading assessment				
June 2021	K-5	English Learner	English learners will show growth in their lexile level each trimester as measured by the FAST reading assessment	11%	100%	FAST aReading	3x/year
June 2021	K-5	Black or African American	Black and African American students will show growth in their lexile level each trimester as measured by the FAST reading assessment	11%	100%	FAST aReading	3x/year

Strategy/Activity 1

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

Students in grades K-5 who are below grade level proficiency in ELA.

***Strategy/Activity - Description**

Reading Intervention Support with Guaranteed Viable Curriculum

Students who are below grade level proficiency in grades K-5 will receive small group reading intervention with the support of retired teachers. Students will have access to high-quality intervention reading instruction with the support of instruction provided by retired teachers. To ensure high reliability of instructional practices and teaching of reading strategies, the use of a researched Guaranteed and Viable Curriculum with proven improved outcomes will be implemented.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
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Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0149A	Retired Clsrm Teacher Hrly		\$20,443.00	\$24,999.74	0149-30100-00-1189- 1000-1110-01000- 0000	Title I Basic Program	[no data]		Retired teachers provide additional reading instruction to support students not at grade level in reading.
N01494U	Retired Clsrm Teacher Hrly		\$14,719.00	\$17,999.87	0149-30106-00-1189- 1000-1110-01000- 0000	Title I Supplmnt Prog Imprvmnt	[no data]		Retired teachers provide additional reading instruction to support students not at grade level in reading.

Strategy/Activity 2

*Students to be served by this Strategy/Activity

All students in grades TK-5.

*Strategy/Activity - Description

In School Resource Teacher.

The In-school Resource Teacher will continue to support all students and teachers through collaboration to positively impact teacher effectiveness. The RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). The RT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. The RT will work directly with community partners, students, and families to enhance the school's instructional program, focus on accelerating the academic achievement of all Horton students, and to increase family engagement which will positively impact attendance, school culture, and academic progress.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01491Y	Inschool Resource Tchr	1.00000	\$95,087.00	\$135,390.18	0149-30100-00- 1109-1000- 1110-01000- 0000	Title I Basic Program	[no data]		he RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). The RT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math.

Strategy/Activity 3

*Students to be served by this Strategy/Activity

All students in grades TK-5.

*Strategy/Activity - Description

Professional Learning Communities- Visiting Teachers

All teachers in grades TK-5 and Special Education Resource Specialists will participate in bi-monthly PLCs to support the ELA achievement of all students. During PLCs, teachers will engage in best practices found in the work of Marzano and DuFour to ensure all students are monitored and make incremental academic gains. Included in this work are common assessment data analysis and calibration of results, to determine effective teaching practices and necessary instructional shifts to sustain student growth as aligned to the school's Guaranteed and Viable Curriculum.

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices, including lesson design, lesson studies, and cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the school year.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0149AZ	Prof&Curriclm Dev Vist Tchr		\$6,809.00	\$8,326.73	0149-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teachers provide classroom teachers release time to engage in PLC work to analyze student achievement data, discuss instructional practice, and plan for assessment.
	Prof&Curriclm Dev Vist Tchr				0149-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0149AY	Visiting teachers provide classroom teachers release time to engage in PLC work to analyze student achievement data, discuss instructional practice, and plan for assessment.
	Prof&Curriclm Dev Vist Tchr				0149-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0149B0	Visiting teachers provide classroom teachers release time to engage in PLC work to analyze student achievement data, discuss instructional practice, and plan for assessment.
	Inschool Resource Tchr - NEW POSN, SBB2519903				0149-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01491Y	Inschool resource teacher facilitates PLC work, provides coaching for and modeling of instructional practices, and supports lesson studies as part of the PLC work.

Strategy/Activity 4

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

All students in grades TK-5.

***Strategy/Activity - Description**

Professional Development - Visiting Teachers

All teachers in grades TK-5 and Special Education Resource Specialists will participate in strategic, targeted professional learning on an ongoing basis throughout the school year. Professional learning in ELA will be focused on various components of the Balanced Literacy framework in support of highly effective implementation of the Benchmark Advance Guaranteed and Viable Curriculum.

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices, including lesson design, lesson studies, cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0149-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N0149AZ	Visiting teachers provide release time for teacher to participate in professional learning activities.
	Prof&Curriclm Dev Vist Tchr				0149-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0149AY	Visiting teachers provide release time for teacher to participate in professional learning activities.
	Prof&Curriclm Dev Vist Tchr				0149-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0149B0	Visiting teachers provide release time for teacher to participate in professional learning activities.
	Inschool Resource Tchr - NEW POSN, SBB2519903				0149-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01491Y	Inschool resource teacher provides and facilitates professional development for teachers in the area of ELA.

Goal 3 - Mathematics

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Math instruction at Horton is implemented by credentialed teachers who participate in ongoing bi-monthly Professional Learning Communities, and routine targeted professional learning.

Horton teachers in grades K - 5 will pilot the Illustrative Mathematics Curriculum to support high-quality Tier 1 instruction in all classrooms and administer a fall and spring DEMI Assessment for grades 2-5. Teachers in grades 3-5 will administer the SBAC Block Interim Assessments in the winter. Online programs are also an important resource for closing the gap of our students in Math. Horton teachers use ST math as part of supplemental math support for students. All students will be assigned ST Math on a weekly basis to improve their number sense and quantitative skills. Within their PLCs, teachers will analyze student data and plan for instructional next steps for both whole group and small group instruction.

Title I funds are used to support Math instruction via an In-school Resource Teacher.

To ensure all students have access to a standards-based Guaranteed Viable Curriculum - Illustrative Math - with high reliability across all classrooms, teachers will participate in year-long professional learning and coaching to align pedagogy and practice across classrooms and grade levels. Professional learning and coaching will focus on math routines and number talks as a means of filling in the conceptual gaps of our students, as well as effective implementation of the GVC. This work will be completed prior to the implementation of SBAC to enable both teachers and students to have time to demonstrate proficiency of their new learning, which will be reflected on the 2020-2021 SBAC performance data.

***Major Differences**

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

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

We will use the DEMI in grades 2-5 to assess baseline math skills in the fall and the spring. This locally developed assessment designed to measure student mathematical understanding on “essential mathematics” identified by grade-spans 2-3 and 4-5. Items are all categorized into three domains: Knowledge, Application, and Communication and offer student achievement data what a student “knows”, how they “apply” essential mathematics, and how they “communicate” mathematically. All communication questions are scored on a rubric analyzing mathematical writing. All K-5 students will be administered the IM end-of-unit assessments. All grade levels will utilize PLC time to plan small group interventions based on data from the common assessments.

*Changes

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

Teachers at grades K-2 will be diligent about ensuring that interventions will be provided in small groups for students who do not master the standards for each unit. Teachers in grades 3-5 will use SBAC Block Interim Assessments to determine strengths and needs for all students and to provide interventions for students who do not master the standards when they are taught.

Teachers will receive training for Illustrative Mathematics (GVC) in order to strengthen the vertical alignment of our mathematics instruction. As part of the Illustrative Math pilot, teachers are learning better strategies for teaching for understanding. Students have access to content and manipulatives that require them to make sense of problems and to use their creativity and critical thinking to find solutions. In math, we have committed to go deep with understanding and rich dialogue by limiting the number of activities to only the most worthy tasks.

Teachers will also participate in professional learning associated with the DEMI assessment which supports teachers in PLCs to unpack student responses in all constructed responses, but focuses especially on Communication categories; utilize a calibration protocol for analyzing student writing using a rubric for analyzing mathematical writing; develop next steps based on formative data by question group and math standard; and plan for re-engagement strategies to promote and increase efficient mathematical written arguments.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	23%	33%	CAASPP Math	Annually
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	30%	40%	CAASPP Math	Annually

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	18%	28%	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	22%	32%	CAASPP Math	Annually
June 2021	K-2	Students will meet/exceed grade level standards	N/A	50%	End of Unit Assessments	4x/year
June 2021	K-5	Students will show growth across the three different focus domains: Knowledge of key mathematical ideas, Application of concepts within a context, and Communication/Explanations of mathematical thinking and strategy, as measured on the Math DEMI assessment.	N/A	100%	Other (Describe in Objective)	3x/year

***Identified Need**

The CA Dashboard indicates that Horton students had an overall increase of 21.1 points towards meeting grade-level standards in Mathematics in 2019. We need to ensure that we maintain the gains in Math achievement to close the achievement gap of our students at a sustainable rate, gradually, and incrementally.

***Online Learning Implications**

During online learning, Horton staff continue to implement the same mathematics approaches as in-person learning but adapt them to a virtual context. Teachers continue to incorporate number talks and mathematical routines to support students' conceptual understanding. Assessment tools are

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

also adapted to administer in an online setting. To monitor and support student progress in mathematics, Horton staff continue to use formative and summative assessment practices. Daily assessment strategies include exit slips, student discussions, self-assessments, and conferring with students. Multiple assessment opportunities are embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery. Summative assessments are used to assess mastery toward grade-level standards and in determining student grades.

To foster and build student engagement of mathematics during online learning, Horton staff utilize structures and digital tools to support student collaboration. Teachers also attended professional development with Doug Fisher to learn strategies to support student engagement, lesson planning, and assessment in an online environment. To address the instructional needs of the group as well as individual student needs, teachers provide both whole group, small group, and individual instruction. Teachers implement strategies for differentiation and scaffolding instruction for diverse learners in their virtual classrooms.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	N/A	33%	SBAC Interims	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	N/A	34%	SBAC Interims	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	N/A	37%	SBAC Interims	Annually
June 2021	K-2	English Learner	Increase the percentage of students meeting/exceeding grade level standards.	N/A	50%	End of Unit Assessments	4x/year
June 2021	K-2	Black or African American	Increase the percentage of students meeting/exceeding grade level standards.	N/A	50%	End of Unit Assessments	4x/year
June 2021	K-2	Students with Disabilities	Increase the percentage of students meeting/exceeding grade level standards.	N/A	50%	End of Unit Assessments	4x/year

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students in grades TK-5.

*Strategy/Activity - Description

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Professional Learning Communities - Visiting Teachers
 All teachers in grades TK-5 and Special Education Resource Specialists will participate in bi-monthly PLCs and ongoing professional learning to support high-quality math instruction for all students. Included in this work is strategic, targeted professional learning and student data analysis on an ongoing basis throughout the school year. Professional learning in Math will be focused on various components of number talks and math routines, as well as the implementation of the GVC to support the closure of conceptual gaps indicated in our student performance data. All Grade Levels will use PLC time to analyze mathematics assessments and plan small group instructional interventions based on identified student needs.

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices, including lesson design, lesson studies, and cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the school year.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0149-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01491Y	In school resource teacher facilitates PLC work, provides coaching for and modeling of instructional practices, and supports lesson studies as part of the PLC work.

Strategy/Activity 2

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

All students TK-5 will be supported by the In-School Resource Teacher.

***Strategy/Activity - Description**

In School Resource Teacher.
 The In-school Resource Teacher will continue to support all students and teachers through collaboration to positively impact teacher effectiveness. The RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). The RT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. The RT will work directly with community partners, students, and families to enhance the school's instructional program, focus on accelerating the academic achievement of all Horton students, and to increase family engagement which will positively impact attendance, school culture, and academic progress.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0149-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01491Y	In school resource teacher facilitates PLC work, provides coaching for and modeling of instructional practices, and supports lesson studies as part of the PLC work.

Strategy/Activity 3

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

All students in grades TK-5.

***Strategy/Activity - Description**

Professional Development & Coaching - Math.
 All teachers in grades TK-5 and Special Education Resource Specialists will receive targeted ongoing professional learning and coaching support in Math to support all students. The professional learning focus is targeted to sustain the closure of the achievement gap in Horton students' Math proficiency. The professional development plan includes a structured, gradual release of responsibility that enables teachers to engage in collaboration, planning, with colleagues, and administrative leadership to effectively implement the GVC.
 This plan includes contracted services to support students in mathematics which includes professional development for teachers around planning and implementation of math routines, number talks, and the new math curriculum; side-by-side co-teaching with teachers and coach/principal; and teachers engaging in safe practice with feedback from coach/principal. Focused observations will be facilitated with a clear focus that is aligned with teachers' new learning after a period of safe-practice. Teachers will also receive training on how to implement assessments online, create student performance data reports, and how to shift instruction after data analysis in Professional Learning Communities.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0149AX	Contracted Svcs Less Than \$25K		\$13,000.00	\$13,000.00	0149-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		contracted service will provide professional development and coaching to support for implementation of GVC

Goal 4- Supporting English Learners

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Students who are English Learners comprise 61% of the student population at Horton. At Horton, instruction for English learners is implemented by credentialed teachers who participate in ongoing bi-monthly Professional Learning Communities, and routine, targeted professional learning.

Title I funds are used to support EL instruction via an In-school Resource Teacher, retired reading intervention teachers, and by providing visiting teachers for release time to participate in PLC work and professional development that focuses on addressing the instructional needs of ELs. PLC work and professional development continue to focus on the implementation of a Guaranteed and Viable Curriculum which provides targeted instruction, through Integrated and Designated ELD, and differentiation for all ELs to ensure teachers are able to effectively deliver this curriculum with high reliability across all classrooms.

To understand the needs of our students who are ELs, each year the English Learner Advisory Committee conducts an annual English Learner Needs Assessment. Survey data continues to indicate a growing need to inform parents about the reclassification process and build their capacity around ways to support students at home. The ELAC advises the School Site Council on programs and services for English learners and meetings are held monthly. Parent officers are elected and work closely with the school principal and resource teacher to determine how to best meet the needs of families of students who are ELs. English learners in grades 3-5 participate in a reclassification workshop to better understand the importance of reclassifying. ELs who reclassify are recognized in a school assembly with their peers and parents.

*Major Differences

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

No major differences

***Changes**

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

No major changes

***Integrated English Language Development**

Content instruction with Integrated ELD supports ELs to access core instruction across content areas and is embedded as a core component of Horton's Guaranteed and Viable Curriculum (GVC) implemented in all TK-5 classrooms at Horton. Teachers plan for content instruction using the CA ELD Standards as a guide to support the language learning needs of EL students and provide access to the content. All students in grades TK-5 have access to meaningful opportunities, to learn English and practicing using academic language within content instruction. Students who are ELs are provided with multiple supports. In addition to Designated ELD, students who are language learners receive small group instruction as needed before and/or after whole group/core instruction, to provide additional support. Site data also reflect the need for targeted professional learning and time to plan for meaningful Designated ELD instruction to support all students who are EL. Targeted language instruction through both Integrated and Designated ELD is essential to a comprehensive approach to ELD and supports ELs to develop high levels of academic English with the goal of meeting criteria for reclassification.

***Designated English Language Development**

All ELD lessons are grounded in the California ELD standards. Designated ELD is embedded within the core of the Guaranteed and Viable Curriculum implemented in all TK-5 classrooms at Horton. All students who are English Learners receive daily Designated ELD instruction, which is reflected in the common school wide instructional schedule for all students. For Designated ELD, students are strategically grouped based on their language learning needs as evidenced on the most recent ELPAC data and deployed within their grade level. Designated ELD lessons build into and from content instruction and are aligned concurrently with the ELA unit lessons students receive. Content instruction with Integrated ELD supports ELs to access core instruction across content areas and is embedded as a core component of the GVC implemented in all TK-5 classrooms at Horton. Targeted language instruction through both Integrated and Designated ELD are essential to a comprehensive approach to ELD and supports ELs to develop high levels of academic English with the goal of meeting criteria for reclassification.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding	17%	27%	CAASPP ELA	Annually

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			grade level standards in ELA.				
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math.	13%	23%	CAASPP Math	Annually
June 2021	K-5	English Learner	Increase a minimum of one performance level.	No Baseline due to changes in the scale score ranges from 17-18	90%	Summative ELPAC	Annually
*Identified Need							
English Learner students make up 61% of the overall student population. According to the CA Dashboard, English Learner students are performing 79.6 points below standards in ELA and 87.5 below standards in Math. According to the K-5 Summative ELPAC data, there are 60 students (22% of ELs) performing at Level 4 (well developed), 99 students (35% of ELs) performing at Level 3 (moderately developed), and 67 (23% of ELs) students performing at Level 2 (somewhat developed), and 54 students (19% of ELs) performing at a Level 1 (minimally developed).							
*Online Learning Implications							
Horton staff will support EL students during online learning by providing targeted Designated ELD instruction, providing students with targeted small group support through a push-in integrated model for dually identified students, utilizing a co-teaching model to support classroom educators in teaching integrated ELD instruction, engaging in professional learning and PLC work that focuses on direct instruction for how English works, direct instruction for comprehension activities, and participation activities, utilizing online professional development modules for iELD and dELD, providing opportunities for parents to consult, provide feedback or advise through the ELAC or SSC on programs and services for ELs and student achievement data.							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	17%	27%	CAASPP ELA	Annually
June 2021	3	English Learner	Increase the percentage of students meeting	8%	18%	CAASPP Math	Annually

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			and exceeding grade level standards in Math.				
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	26%	36%	CAASPP ELA	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math.	18%	28%	CAASPP Math	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	10%	20%	CAASPP ELA	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math.	10%	10%	CAASPP Math	Annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

English Learners

*Strategy/Activity - Description

The In-School Resource Teacher will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RT will help classroom teachers in planning and implementing differentiated instruction and supports for ELs, support teachers with implementation of the GVC to ensure integrated and designated ELD supports for English Learners are implemented with high reliability, support professional learning for students who are ELs (plan, organize, and facilitate) in both ELA and Math. In addition, the RT supports the management of EL operations to run more efficiently by

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facilitating meetings for parents of ELs, to facilitate the diffusion of knowledge regarding EL program and services and academic achievement, and coordinating the administration of the ELPAC.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0149AW	Retired NonClstrm Tchr Hrly		\$4,500.00	\$5,503.05	0149-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		ELPAC testing
	Inschool Resource Tchr				0149-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01491Y	In school resource teacher supports planning and implementation of iELD/dELD through the GVC, facilitates professional development, supports EL operations.

Strategy/Activity 2

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

All students who are English Learners.

***Strategy/Activity - Description**

Professional Learning Communities with a focus on MTSS- Visiting Teachers

All teachers in grades TK-5, Special Education Resource Specialists, and resource teacher will participate in bi-monthly PLCs to support the MTSS process for English learners who are below grade level. During PLCs, teachers will discuss tier 1 instruction, engage in common assessment data analysis, identify students in need of additional support, determine effective engagement practices, determine necessary instructional shifts and strategies, and accommodations for the identified students within Tiers 2/3 intervention.

Visiting teachers are essential for classroom teachers to be released from their classrooms to participate in PLCs with support staff to work on the following: analyze student data, discuss attendance, academic, social-emotional, and behavioral needs of identified students and plan for implementation of intervention support.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0149-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N0149AZ	support closing the achievement gap-release time for PLC work for MTSS
	Prof&Curriclm Dev Vist Tchr				0149-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0149AY	support closing the achievement gap-release time for PLC work for MTSS

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Prof&Curriclm Dev Vist Tchr				0149-30106-00- 1192-1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0149B0	support closing the achievement gap- release time for PLC work for MTSS
Inschool Resource Tchr				0149-30100-00- 1109-1000-1110- 01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01491Y	support closing the achievement gap- In school resource teacher facilitates and provides support for EL-focused PLC work

Strategy/Activity 3

*Students to be served by this Strategy/Activity

All English learners

*Strategy/Activity - Description

Professional Development - Visiting Teachers

All teachers in grades TK-5 and Special Education Resource Specialists will participate in strategic, targeted professional learning on an ongoing basis throughout the school year. Professional learning in ELA will be focused on building teacher capacity to support teaching integrated and designated ELD and implement instructional practices to scaffold ELs access to content in support of highly effective implementation of the Benchmark Advance Guaranteed and Viable Curriculum.

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices, including lesson design, lesson studies, and cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0149-30100-00- 1192-1000-1110- 01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N0149AZ	support closing the achievement gap- provide release time for teachers to engage in EL- focused professional development
	Prof&Curriclm Dev Vist Tchr				0149-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	English Learners	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0149AY	support closing the achievement gap- provide release time for teachers to engage in EL- focused professional development
	Prof&Curriclm Dev Vist Tchr				0149-30106-00- 1192-1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0149B0	support closing the achievement gap- provide release time for teachers to engage in EL- focused professional development
	Inschool Resource Tchr -				0149-30100-00- 1109-1000-1110- 01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01491Y	support closing the achievement gap- In school resource teacher provides facilitates and provides support for EL-focused professional development

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.

Access: Students with disabilities are general education students first and should have access to a meaningful course of study.

Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Horton students receive support in their classes via a co-teaching model as well through para-professional support. Students receive support during whole group and small group instruction in the classroom. Teachers make accommodations or modifications to their lessons based on students' IEPs. The co-teachers help in the creation of the lessons and monitoring progress on IEP goals. Students also have frequent check-ins with their case managers for additional support.

A coordinated system of supports and services is crucial for ensuring appropriate and timely attention to students' needs. In addition to implementing a co-teaching model, Horton's teachers participate in Professional Learning Communities (PLCs) that focus on building their capacity to implement a multi-tiered system of support (MTSS) for students. Within the MTSS PLC work, teachers align high-quality first instruction, support, and intervention. Teachers engage in a data-based problem-solving approach to instructional decision-making, starting with planning for strong core instruction, and then increasing levels, or tiers, of support which reflects the intensity of instruction based on student needs. MTSS planning includes high-quality core instruction using UDL principles and appropriate supports, strategies, and accommodations as well as assessment processes and progress monitoring.

*Major Differences

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

No major differences

*Changes

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

No major changes

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	7%	37%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	7%	37%	Other (Describe in Objective)	Annually

*Identified Need

According to the California Dashboard, students with disabilities are performing 166.2 points below standards in ELA and 128.1 points below standards in Math. *Note: Goals under Annual Measurable Outcomes are limited by accessible data. There is an urgent need to continue to support and increase the academic achievement of Horton's students with disabilities.

*Online Learning Implications

To support students with disabilities during online learning, all staff work as a team to accelerate student learning. IEP services are delivered in an online setting. Educators received professional learning on how to implement IEP services online, as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator. All Horton staff attended professional development on assistive technology and provide all students with IEPs access to assistive technology to support their online learning, as needed. Students with IEPs receive support in small groups during core instruction from the Educational Specialist or SPED Paraprofessionals, which focuses on social-emotional learning and academic content. The student engagement team (principal, counselor, guidance technician, and attendance assistant) provide technical support and attendance follow up for students and families of students with IEPs, which includes phone calls, home visits, and delivery of devices.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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June 2021	K-5	Students with Disabilities	Students with disabilities will show growth in their lexile level each trimester as measured by the FAST reading assessment	18	100	Other (Describe in Objective)	3x/year (Fall, Winter, Spring)
June 2021	K-5	Students with Disabilities	Students with disabilities will show growth in across the three different focus domains: Knowledge of key mathematical ideas, Application of concepts within a context, and Communication/E explanations of mathematical thinking and strategy, as measured on the Math DEMI assessment.	N/A	100	Other (Describe in Objective)	2x/year (Fall, Spring)
June 2021	K-5	Students with Disabilities	Students with disabilities will meet/exceed grade level standards in mathematics, as measured by end of unit assessments.	N/A	20%	Other (Describe in Objective)	4x/year

Strategy/Activity 1									
*Students to be served by this Strategy/Activity									
All students with disabilities in grades TK-5.									
*Strategy/Activity - Description									
In School Resource Teacher. The In-school Resource Teacher will continue to support all students with disabilities, their classroom teachers, and special education teachers (Resource Specialists). Through collaboration to positively impact teacher effectiveness, the RT will support with implementing various co-teaching models, support with intentional Special Education schedules for staff and students that provide for strategic implementation in the classroom during the core instruction, and well-planned small group instruction both in the classroom and in the resource center. Teachers, with the support of the Principal, will have bi-monthly discussions about students with disabilities who are focal students so teachers can plan meaningfully with these students in mind.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0149-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01491Y	support closing the achievement gap- inschool resource teacher provides support to teachers and Ed Specialists for planning, and support to students with Tier 2 instruction
Strategy/Activity 2									
*Students to be served by this Strategy/Activity									
TK-5 students with disabilities									
*Strategy/Activity - Description									
Professional Learning Communities focused on MTSS- Visiting Teachers All teachers in grades TK-5, Special Education Resource Specialists, the counselor, and resource teacher will participate in bi-monthly PLCs to support the MTSS process. During PLCs, the Education Specialists will facilitate discussion and provide support to teachers around tier 1 instruction, common assessment data analysis, identifying students in need of additional support, determining effective instructional practices, necessary instructional shifts, and intervention supports, strategies, and accommodations for identified students. Visiting teachers are essential for classroom teachers to be released from their classrooms to participate in PLCs with support staff to work on the following to analyze student data, discuss academic, social-emotional, and behavioral needs of identified students and plan for implementation of intervention support.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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Prof&Curriclm Dev Vist Tchr				0149-30100-00- 1192-1000-1110- 01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N0149AZ	support closing the achievement gap- providing release time for teachers to engage in PLC work
Prof&Curriclm Dev Vist Tchr				0149-30106-00- 1192-1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0149B0	support closing the achievement gap- providing release time for teachers to engage in PLC work

Strategy/Activity 3

*Students to be served by this Strategy/Activity

TK-5 students with disabilities

*Strategy/Activity - Description

Professional Development - Visiting Teachers

All teachers in grades TK-5 and Special Education Resource Specialists will participate in strategic, targeted professional learning on an ongoing basis throughout the school year. Professional learning will focus on addressing the needs of students with disabilities through differentiation strategies and instructional supports. Professional development will focus on incorporating the various intervention components in support of highly effective implementation of the Benchmark Advance Guaranteed and Viable Curriculum.

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices, including lesson design, lesson studies, and cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0149-30100-00- 1192-1000-1110- 01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N0149AZ	support closing the achievement gap- providing release time for teachers to engage in professional development
	Prof&Curriclm Dev Vist Tchr				0149-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0149AY	support closing the achievement gap- providing release time for teachers to engage in professional development
	Prof&Curriclm Dev Vist Tchr				0149-30106-00- 1192-1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0149B0	support closing the achievement gap- providing release time for teachers to engage in professional development
	Inschool Resource Tchr				0149-30100-00- 1109-1000-1110- 01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01491Y	support closing the achievement gap- Inschool resource teacher facilitates professional development and coaching around implementing GVC for students with disabilities

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

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

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black or African American	Decrease the percentage of chronic absenteeism by 10%.	23%	13%	Grades	Annually
June 2021	TK-5	Black or African American	Decrease the suspension rate	2.6%	1%	Suspensions (Classroom and School)	Annually

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

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

***Identified Need**

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

On the California Dashboard (2019) Horton is in the red in the following indicators: Chronic Absenteeism for our Black or African American student subgroup. The overall school chronic absenteeism rate for African American students is 23% (of 35 students). The CA Dashboard data for suspensions at Horton for Black or African American students is a green indicator, with a 2.6% suspension rate, a 3.1% decline from 2018-2019. Horton wants to continue to improve with a declining suspension rate.

***Online Learning Implications**

Horton staff will support black youth during online learning by focusing on social emotional learning and student engagement, which is incorporated into daily lessons and units of instruction. Schedules have been purposefully developed to ensure that students have time to interact with their teachers and their peers and have access to interventions and enrichment. Our counseling team will lead the creation of and support the staff in implementing a wraparound of student services that build a strong healthy foundation for learning, foster trusting relationships, identify trauma, and ensure student needs are met in and out of the classroom.

To monitor and support student attendance during online learning, Horton staff will implement a tiered system of support:

Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

Tier 2 – The principal, counselor, guidance technician, and attendance assistant will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.

Tier 3- Horton's student engagement team (principal, counselor, guidance assistant, attendance assistant, and district ELIRT) will assist families with connectivity through phone calls to support with logging on, ordering and delivering Chromebooks and hot spots for identified families, and providing home-visit wellness check ins with identified families.

Classified clerical employees adjust their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

To promote and build student engagement during online learning Horton will include monthly HAWKS assemblies, student attendance recognition awards for improvement, student spirit activities, virtual family nights, read alouds with the principal, and other virtual events that foster student participation and engagement.

Strategy/Activity 1

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

TK-5 Black or African American students

***Strategy/Activity - Description**

Counseling Team-

The Horton counseling team, which consists of the school counselor and guidance assistant work in collaboration to support the social-emotional, behavioral, and academic needs of our students. The team works with with students, parents, the principal, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates.

The Guidance Assistant will support students’ overall social-emotional well being and needs as they relate to the traumatic Adverse Childhood Experiences (ACHs). The Guidance Assistant will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school everyday and on time. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture. Trauma-informed practices will be the core of this role. The allocation of this resource allows for the school Counseling Center to be open to students every day, during core instructional hours when most needed by students.

The Counselor will help support students’ social and emotional well being and needs alongside the guidance assistant. The Counselor will assist families with resources and information related to supporting the academic and social emotional and behavioral needs of students. The Counselor will lead the monitoring of the MTSS process at Horton, facilitate meetings, and provide input to staff for tiered intervention that specifically relate to SEL and absenteeism. The Counselor will conduct home visits, as needed, with a certificated or support staff to ensure families receive the supports they need to get their children to school everyday and on time. The Counselor will also be an active member of the PBIS team and/or other subcommittees as needed to support a positive school culture. The allocation of this resource allows for the school Counseling Center to be open to students every day, during core instructional hours when most needed by students.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F014925	School Counselor	0.40000	\$34,828.80	\$55,169.92	0149-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Support to close the achievement gap-school counselor provides social emotional and behavioral support, group counseling, and individual counseling to increase student attendance and academic achievement, and engagement, and decrease student suspension rate
	School Counselor				0149-00010-00-1210-3110-0000-01000-3401	Position Allocation	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F014921	Support to close the achievement gap-school counselor provides social emotional and behavioral support, group counseling, and individual counseling to increase student attendance and academic achievement, and engagement, and decrease student suspension rate
	Guidance Asst				0149-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F014920	Support to close the achievement gap-school guidance assistant provides social emotional and behavioral support, group counseling, and individual counseling to increase student attendance and

									academic achievement, and engagement, and decrease student suspension rate
Strategy/Activity 2									
*Students to be served by this Strategy/Activity									
TK-5 Black or African American Students									
*Strategy/Activity - Description									
Attendance Assistant To ensure the effort toward the reduction/elimination of our rate of chronic absenteeism for black youth, the Attendance Assistant will work collaboratively with the principal, counselor, guidance assistant, nurse, health technician, classroom teachers, and support staff to monitor attendance and chronic absenteeism data, communicate with and provide assistance to families around attendance issues, make referrals to appropriate staff for families needing additional support, assist with attendance recognition and reward activities, and work with families to ensure access to online resources and instruction during online learning.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Attendance Asst				0149-00010-00-2404-3130-0000-01000-3401	Position Allocation	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F014922	support closing the achievement gap- assist in collecting and monitoring attendance data and providing outreach to families
	Attendance Asst				0149-09800-00-2404-3130-0000-01000-0000	LCFF Intervention Support	Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F014923	support closing the achievement gap- assist in collecting and monitoring attendance data and providing outreach to families
	Attendance Asst				0149-30106-00-2404-3130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F014924	support closing the achievement gap- assist in collecting and monitoring attendance data and providing outreach to families

Goal 7 - Family Engagement

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Horton continues to promote active engagement for all families. According to the California Healthy Kids Survey, 32% of 162 parents surveyed agree that school allows input and welcomes parent contributions. In 2018-19 our monthly parent engagement rate was 19% which was comprised of mostly non-working mothers and/or fathers with flexible work schedules. This was a noticeable increase of previous parent participation rates, which were historically lower. To increase this rate, we modified our Family Friday to incorporate more meaningful instructional activities for parents to do alongside their students, and we also incorporated a teaching aspect where parents learn High Impact Home Strategies in literacy, math, and science that can be implemented at home to support the work being done by teachers in the classroom.

*Major Differences

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

There are no differences.

*Changes

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

Since many of our students have working parents, to increase the rate of meaningful parent participation, we will be expanding our engagement opportunities for parents unable to attend in the morning. We will have monthly evening parent workshops that will include a focus on math and science, in addition to literacy. In this way, we are building upon our school-family relationships through the lens of parents as co-teachers.

In addition to monthly morning engagement opportunities, parents will also have the option to participate in evening workshop activities to accommodate those who work during the school day.

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Additionally, to increase parent participation levels, the school will incorporate additional social engagements to support a safe, collaborative, and inclusive environment with parents. It is our intent to ensure that all stakeholders at Horton, including parents who are our most valuable partners, are welcomed, engaged, and participate as part of our learning community.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parents will participate in co-teaching educational activities in literacy and math as measured by parent attendance data.	19%	30%	Other - Describe in objective

*Identified Need

To support students in literacy, math, and science, parents learn High Impact Home strategies that will supplement and deepen the learning students engage in within their classrooms. When parents are engaged with their student's learning, work in partnership with the school, and become co-teachers, student achievement increases.

*Online Learning Implications

SDUSD will support family engagement with online learning by:

- hosting a Welcome Week for families in which virtual lessons, training, and professional development will be offered for all
- issuing all students a district device to ensure access to curriculum while in a distance learning format.
- providing internet connectivity for any SDUSD family that does not have an Internet connection to support online learning.
- supplying families with training on SEL, Wellness, Health and Safety.

To support family engagement during online learning, Horton will hold multiple family events, such as:

- virtual Back-to-School night
- a virtual evening event each month (Family Thursday)
- a monthly virtual Coffee with Principal
- frequent virtual read aloud events
- monthly SSC and ELAC meetings in which all families are invited to attend
- monthly HAWKs student award recognition

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parents of students in 3rd, 4th, and 5th grades will attend either a literacy, math or science	N/A	30%	Meeting Attendance

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		co-teaching parent workshop to learn and implement High Impact Home Strategies.			
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Strategy/Activity 1

*Families to be served by this Strategy/Activity

All parents will benefit from co-teaching learning opportunities and implementation of High Impact Home strategies in ELA, Math and Science.

*Strategy/Activity - Description

Capacity Building: High Impact Home Strategies Workshops in the areas of Literacy, Math, and Science
 With the support of district and community partnerships, and staff, parents and families of all students in grades TK-5 will have access to meaningful learning opportunities to shift parents' perspective to that of co-teachers in support school staff and classroom instruction. Horton will offer a series of monthly parent workshops on High Impact Home Strategies in the areas of Literacy, Math, and Science.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01492F	Inservice supplies		\$1,000.00	\$1,000.00	0149-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		supplies for parent workshop
N01496Y	Supplies		\$1,000.00	\$1,000.00	0149-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		supplies for parent workshop
N0149AQ	Other Support Prsnl PARAS Hrly		\$520.00	\$690.51	0149-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		childcare
	Inschool Resource Tchr				0149-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01491Y	inschool resource teacher to plan and present parent workshop topics in literacy and math

Goal 8- Graduation/Promotion Rate
Call to Action Belief Statement
All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.
District LCAP Goals
<ol style="list-style-type: none"> 1. Closing the Achievement Gap with High Expectations for All 2. Access to Broad and Challenging Curriculum 3. Quality Leadership, Teaching and Learning 4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child
Annual Review of This Goal: SPSA Reviewed 2019-20
*Analysis
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
At Horton, literacy instruction is implemented by credentialed teachers who participate in ongoing bi-monthly Professional Learning Communities, and routine, targeted professional learning. Title I funds are used to support literacy instruction via an In-school Resource Teacher, retired reading intervention teachers, and by providing visiting teachers for release time to participate in PLC work and professional development that focuses on literacy instruction and the MTSS. PLC work and professional development continue to focus on the implementation of Guaranteed and Viable Curriculum which provides targeted instruction, differentiation, and supports for all students to ensure teachers are able to effectively deliver this curriculum with high reliability across all classrooms.
*Major Differences
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
No major differences
*Changes
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
No major changes
*Goal 8- Graduation/Promotion Rate

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students reading at or above grade level as measured by the DRA2 or the FAST reading assessment.	55%	65%	Grade 3 ELA Reading	3x/year
June 2021	5	Increase the percentage of students reading at or above grade level as measured by the DRA2 or the FAST reading assessment..	35%	45%	Grade 5 ELA Reading	3x/year

***Identified Need**

The Smarter Balanced Summative Assessment shows an increase in student achievement for Horton's 3rd and 5th grade students from 2018 to 2019. Third grade data show an increase from 17.5% of students meeting/exceeding grade level standards in 2018 to 35.6% of students meeting/exceeding grade level standards in 2019. 5th grade data show an increase from 15.9% of students meeting/exceeding grade level standards in 2018 to 33.3% of students meeting/exceeding grade level standards in 2019. We need to ensure that we maintain the gains in ELA achievement to close the achievement gap of our students at a sustainable rate, gradually and incrementally.

***Online Learning Implications**

During online learning, Horton staff continue to implement the same literacy approaches as in-person learning, but adapt them to a virtual context. Assessment tools are also adapted to administer in an online setting. To monitor and support student progress in literacy, Horton staff continue to use formative and summative assessment practices. Daily assessment strategies include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments include assessing student writing or student-developed presentation or videos. Monthly or unit assessments include performance tasks, real-world projects, and the development of presentations. Multiple assessment opportunities are embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery. Summative assessments are used to assess mastery toward grade level standards and in determining student grades. To foster and build student engagement of literacy during online learning, Horton staff utilize structures and digital tools to support student collaboration. Teachers also attended professional development with Doug Fisher to learn strategies to support student engagement, lesson planning, and assessment in an online environment. To address the instructional needs for the range of learners, teachers provide small group and individual instruction and implement strategies for differentiation and scaffolding within their virtual classrooms.

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

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the	19%	39%	Grade 3 ELA Reading	3x/year
June 2021	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by th	23%	43%	Grade 3 ELA Reading	3x/year
June 2021	5	English Learner	Increase the percentage of students reading at or above grade level as measured by th	19%	39%	Grade 5 ELA Reading	3x/year
June 2021	5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by th	0%	20%	Grade 5 ELA Reading	3x/year

Strategy/Activity 1

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

Students in grades 3 and 5 who are below grade level proficiency in ELA.

***Strategy/Activity - Description**

In School Resource Teacher.

The In-school Resource Teacher will continue to support all students and teachers through collaboration to positively impact teacher effectiveness. The RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). The RT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. The RT will work directly with community

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

partners, students and families to enhance the school's instructional program, focus on accelerating the academic achievement of all Horton students, and to increase family engagement which will positively impact attendance, school culture and academic progress.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0149-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01491Y	inschool resource teacher provides instructional support to students not meeting grade level standards.

Strategy/Activity 2

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

Students in grades 3 and 5 who are below grade level proficiency in ELA.

***Strategy/Activity - Description**

Reading Intervention Curriculum

Students who are below grade level proficiency in grades 3-5 will receive small group reading intervention with the support of retired teachers. Students will have access to high-quality intervention reading instruction with the support of instruction provided by retired teachers. To ensure high reliability of instructional practices and teaching of reading strategies, the use of a researched Guaranteed and Viable Curriculum with proven improved outcomes will be implemented.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Retired Clsm Teacher Hrly				0149-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N0149A	Provide additional reading intervention instruction to students not meeting grade level standards
	Retired Clsm Teacher Hrly				0149-30106-00-1189-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01494U	Provide additional reading intervention instruction to students not meeting grade level standards

Strategy/Activity 3

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

Students in grades 3 and 5 who are below grade level proficiency in ELA.

***Strategy/Activity - Description**

Professional Learning Communities with a focus on MTSS- Visiting Teachers

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Teachers in grades 3 and 5, Special Education Resource Specialists, and the resource teacher will participate in bi-monthly PLCs to support the MTSS process for students who are below grade level. During PLCs, teachers will discuss tier 1 instruction, engage in common assessment data analysis, identify students in need of additional support, determine effective engagement practices, determine necessary instructional shifts and strategies, and accommodations for the identified students within Tiers 2/3 intervention.

Visiting teachers are essential for classroom teachers to be released from their classrooms to participate in PLCs with support staff to work on the following: analyze student data, discuss attendance, academic, social-emotional, and behavioral needs of identified students and plan for implementation of intervention support.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0149-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N0149AZ	Visiting teachers provide release time for teachers to participate in PLC work
	Prof&Curriclm Dev Vist Tchr				0149-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0149B0	Visiting teachers provide release time for teachers to participate in PLC work

School Leadership Actions

Leadership Practice

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Horton Elementary to meet or exceed the SPSA goals.

Monitoring Instructional Content, Pedagogy, and Student Engagement

The site administrator will work alongside all members of the Integrated Multi-Tiered System of Support (IMTSS) team to ensure that the following are in place at the school:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of schoolwide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice.
- Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning.
- All staff knows students' learning needs and can recognize if instruction is impacting learning.

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility for monitoring student learning and providing appropriate support:

- Develop and fine-tune a comprehensive assessment system.
- Implement three- to six-week data cycles in an effort to closely monitor student mastery of standards throughout the year.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Ensure that reteach and reassessment opportunities are provided to students.
- Ensure that all students have access to rigorous and standards based lessons.

Targeted Professional Learning and Implementation

The site administrator along with the IMTSS team will continue to focus on creating a collaborative risk-taking environment for teachers and students, and leads an instructional leadership team and aligns systems and structures for cultivating teacher leadership. The site administrator will ensure the following takes place at the school:

- Data from classroom observations and common assessments will be used to inform professional learning opportunities.
- Identify teacher's practices and develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
- The school's focus, common pedagogy, professional learning, and teacher collaboration are evident in all classrooms.

Interpersonal Skills

- Model positive and productive relationships with staff, students, parents, and community.
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
- Value mutual respect, multiple cultural perspectives, and experiences.
- Views work through an appreciative lens and focus on what is working at the school.

Organizational Leadership

- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

Parents/ Community

- Cultivate positive relationships with parents and community.
- Implement systems and structures that engage, teach, support parents/community.
- Have clear and open communication with parents/community.
- Help parents understand their child's learning successes and needs.
- Provide resources to support parents.

Leading for Second Order Change

- Strengthen and fine-tune current instructional practices.
- Study our instructional practices publicly (within grade levels and vertical alignment). Participate in lesson studies.
- Professional Development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance and Social Emotional learning (safe, supportive, and collaborative school culture).

- Ensure all lessons have learning targets and success criteria that are aligned with the Critical Concepts/Common Core Standards & based on student data.
- Reflect on our work as educators and equity for ALL STUDENTS.
- Be comfortable with being Uncomfortable
- Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

Outcomes:

Professional Learning Outcomes: Teachers will move from theory to application in regards to acquiring **and responding to** evidence of student understanding by:

- Strong knowledge of the standards.
- Deeper understanding of the vertical alignment of critical concepts between grade levels.
- Application of teaching practices that impact student achievement .

Teaching Outcomes: Teachers will move from theory to application in regards to acquiring **and responding to** evidence of student understanding, building upon learning from previous year, as evidenced by:

- Daily monitoring of student progress towards a learning goal as well as specific targets.
- Lifting or shifting instruction in the moment based on what students are controlling and approximating
- Team analysis of student work and next steps on a biweekly basis (PLC).

Planning Outcomes: Teachers will move from theory to application in regards to acquiring **and responding to** evidence of student understanding by:

- Starting with student assessment and critical concept (standards) and making decisions around how they will use critical literacy units in a balanced literacy approach.
- Planning learning goals based on critical concepts and breaking them down into smaller targets (kid friendly, replicable, measurable) to meet the goal.

Professional Development Plan and Progression of Learning:**Progression of Learning**

- Vertical alignment of critical concepts.
- Starting with student assessment and critical concept to make decisions about units using balanced literacy.
- Designing quality assessment to inform learning goals and setting learning targets based on assessment and critical concepts.
- PLC/Lesson Study/PD (Ongoing formative assessment - Making decisions about what, who, why) .
- Monitoring/analyzing and responding lessonly, daily, weekly (common/PLCs).
- Developing systems for monitoring.

Professional Development Structures:**PLC (bi weekly per grade level)****PLC Guiding Questions:**

- What do we want students to learn (target)?
- How will we know they have learned it (common assessment/exit slip)?
- What will we do if they don't learn it?
- What will we do if they do learn it?

PLC Process:

- Bring common assessment data for focal students - graded in advance.
- Teacher rotations to discuss focal student data:
- Teacher share out focal student data, instructional practices, strategies, wonderings
- Teacher received feedback from other team members
- Teachers analyze (calibrate) data, reflecting on student progress towards target based on data.
- Design/determine next common assessment data to implement and bring back.
- Discuss/determine planning implications, timelines, and high instructional reliability.

Breakthrough Coaching Lesson Study**Focus:**

- Instructional Practices: Balanced Literacy (ELA), Routines and Number Talks (Math)
- Lift and shift - planning for and responding to evidence of understanding in the moment.

Process:

- Plan a lesson as a team
- Teach
- Debrief
- Teach again
- Debrief
- Reflect

Focused Observations/ Feedback**Lift and Shift:**

- What is the learning target?

- What is the success criteria?
- What are students doing in relation to the targets?
- How are students responding?

Guiding Questions:

- What opportunity was provided in the moment for students to demonstrate understanding?
- What are students saying about meaning? About strategy work?
- What was lifted? (meaning? strategy?)
- What was shifted? (meaning? strategy?)
- How did the teacher lift/shift (teacher response)? (voice over, summary, reread with a focus...)

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Horton Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 171,407
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 345,594

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$82,081
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$82,081

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$92,106
[List state or local program here]	[\$Enter amount here]
[List state or local program here]	[\$Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 92,106

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$345,594

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Horton Elementary	09800 LCFF Intervention Support	Attendance Asst	2404	Guidance/Attendance Asst	0.2000	\$ 6,601.80	
		Attendance Asst	3000			\$ 6,839.42	
		Guidance Asst	2404	Guidance/Attendance Asst	0.6250	\$ 20,322.50	
		Guidance Asst	3000			\$ 25,333.30	
			1192	Prof&Curriclm Dev Vist Tchr		\$ 3,685.00	
			1986	Retired NonClstrm Tchr Hrly		\$ 4,500.00	
			3000			\$ 1,824.43	
			5853	Contracted Svcs Less Than \$25K		\$ 23,000.00	
	09800 LCFF Intervention Support Total					0.8250	\$ 92,106.45
	30100 Title I Basic Program	Inschool Resource Tchr		1109	Pull/Out Push In	1.0000	\$ 95,087.00
				3000			\$ 40,303.18
				1189	Retired Clstrm Teacher Hrly		\$ 20,443.00
				1192	Prof&Curriclm Dev Vist Tchr		\$ 6,809.00
				3000			\$ 6,074.47
30100 Title I Basic Program Total					1.0000	\$ 168,716.65	
30103 Title I Parent Involvement			2281	Other Support Prsnl PARAS Hrly		\$ 520.00	
			3000			\$ 170.51	
			4301	Supplies		\$ 1,000.00	
			4304	Inservice supplies		\$ 1,000.00	
30103 Title I Parent Involvement Total						\$ 2,690.51	
30106 Title I Supplmnt Prog Imprvmnt	Attendance Asst	School Counselor	2404	Guidance/Attendance Asst	0.1000	\$ 3,300.90	
			3000			\$ 3,419.71	
			1210	Counselor	0.4000	\$ 34,828.80	
			3000			\$ 20,341.12	
			1189	Retired Clstrm Teacher Hrly		\$ 14,719.00	
			1192	Prof&Curriclm Dev Vist Tchr		\$ 1,791.00	
	3000			\$ 3,680.08			
30106 Title I Supplmnt Prog Imprvmnt Total					0.5000	\$ 82,080.61	
Grand Total					2.3250	\$ 345,594.22	

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Horton Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21

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

Horton Elementary has developed a written Title I parent & family engagement policy with input from Title I parents, staff, and the School Site Council.

- Monthly Coffee with the Principal
- Monthly SSC with public comment at the beginning of each meeting
- Monthly ELAC meetings
- Monthly SGT meetings

It has distributed the policy to parents of Title I students.

- Emailed to parents via the monthly Hawk Talk school newsletter due to COVID-19 campus closure
- Title 1 Parent Meeting
- SSC Meeting
- ELAC Meeting
- SGT Meeting

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

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

Parents are notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.

Emailed to parents via School Messenger in the school newsletter due to COVID-19 campus closure
Title 1 Parent Meeting in September 2020
SSC Meeting
ELAC Meeting
Translated into Spanish
Interpretation provided at Title 1 meeting

The policy is made available to the local community via our school website:

<https://www.horton.sandiegounified.org/>

The policy is updated periodically to meet the changing needs of parents and the school during monthly SSC meetings based on input from stakeholders from:

Monthly Coffee with the Principal

Monthly SSC meeting with public comment at the start of each meeting

Monthly ELAC meetings

Monthly SGT meetings

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

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.

Back-to-School Curriculum Night: Teachers provide an overview of grade-level standards, curriculum, and assessment

SSC: members review monthly data, curriculum, and assessment outcomes

ELAC: members review data, curriculum, and assessment outcomes

SGT: review data, curriculum, and assessment outcomes

Coffee with the Principal

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

Curriculum Night

Parent Teacher Conferences

Academic Workshops focused on Literacy and Mathematics

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 and Professional Development

Annual Review of CA Healthy Kids School Parent Survey

Monthly ELAC Meetings

Monthly Coffee with the Principal

Monthly SSC Meetings

Monthly SGT Meetings a year

Student Engagement Team

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.

Parent Room (when on campus)

Academic Workshops in Literacy and Mathematics

Workshops with the Counselor

Family Friday

Monthly Attendance Recognition

Monthly HAWKS Recognition

Field Trips (when on campus)

Parent Volunteer Opportunities

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

September 24, 2020 at 4:30 p.m. and 6:00 p.m. via Zoom Meeting ID:

<https://sandiegounified.zoom.us/j/81141709910>

Meeting ID: 811 4170 9910

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

The school will offer the meetings at times when parents are available as expressed by parents during Coffee with the principal in September. Monthly meetings at 8:00 a.m. and at 5:00 p.m.

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

The school involves parents through:

Monthly Coffee with the Principal

Monthly SSC with public comment at the beginning of each meeting

Monthly ELAC meetings

Monthly SGT meetings

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

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs through:

School Messenger phone messages and email in English and Spanish

School and Class Dojo Application

School Website

SEESAW and Google Classroom Messaging

Fliers (when on campus instruction occurs)

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116(c)[4][B]). The school provides this information by:

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet through:

Back-to-School Curriculum Night: Teachers provided an overview of grade-level standards, curriculum, and assessment

Twice yearly parent – teacher conferences

Teacher conferences upon request

Counseling conferences upon request

Parent Academic Workshops in Literacy and Mathematics

Monthly Family Fridays

SSC: members review monthly data, curriculum, and assessment outcomes

ELAC: members review data, curriculum, and assessment outcomes

SGT: review data, curriculum, and assessment outcomes

Coffee with the Principal: attendees review monthly, curriculum, and assessment outcomes

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

The school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents may request a meeting with the teacher via phone call, class dojo and email during campus closure. In addition, parents have the opportunity to participate in or serve on various stakeholder committees such as:

SSC

SGT

ELAC

PTA

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

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

Curriculum Night: Teachers provide an overview of grade-level standards, curriculum, and assessment

Twice yearly parent – teacher conferences

Teacher conferences upon request

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

Academic workshops in Literacy and Mathematics

Conferences with teacher, counselor or resource teacher upon request

Books sent home with all students

Shared resources through:

Academic websites: Raz Kids, STMath

School Website

Classroom Online Platforms: Seesaw and Google Classrooms

Class Dojo, SEESAW, Google Classroom

Coffee with the Principal

Family Fridays

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

Parent – teacher Conferences twice a year and upon request

Monthly ELAC Meetings

Monthly Coffee with the Principal

Monthly SSC Meetings

Monthly SGT Meetings

Counseling Workshops
Counseling Center for parent and family outreach
PTA Meetings

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

When campus is reopened:
Parent Room (when campus reopens)
Classroom or School Volunteer program
Monthly Family Friday
HAWKS recognition Assemblies
Monthly Attendance Assemblies
Counseling Center

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

When campus is reopened:
Parent Room (when campus reopens)
Classroom or School Volunteer program
Monthly Family Friday
Monthly HAWKS recognition Assemblies
Monthly Attendance Assemblies
Counseling Center

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

All communication provided in English and Spanish and other languages as needed
Communication provided in both written and spoken English and Spanish
Interpretation provided for meetings
Accessibility to all meeting rooms

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

Parent input throughout the year is shared at monthly SSC meetings for input on changes to SPSA .

This policy was adopted by Horton Elementary on October 13, 2020 and will be in effect for the period of the 2020-21 school year

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

Danielle Garegnani, Principal

Signature of authorized official here

/Danielle Garegnani/

October 30, 2020

APPENDIX C**SCHOOL PARENT COMPACT**



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

Horton Elementary
TITLE 1 SCHOOL PARENT COMPACT
YEAR 2020-21

This School Parent Compact is in effect year 2020-21

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.

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

The school addresses this by:

Horton 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.

- Back-to-School Night: Teachers provided an overview of grade-level standards, curriculum, and assessment
- Twice yearly parent-teacher conferences
- SSC: members review monthly data, curriculum, and assessment outcomes
- ELAC: members review data, curriculum, and assessment outcomes
- SGT: review data, curriculum, and assessment outcomes
- Coffee with the Principal

- Communication with parents regarding student achievement via ClassDojo, phone calls, informal meetings

Horton engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- The school provides Title I, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) by:
 - Parent – Teacher Conferences twice yearly and upon request of parent or teacher
 - Family Fridays
 - Parent Workshops
 - Literacy and Math Workshops
 - Counselor Meetings and Workshops
 - Community Partnerships:
 - Elementary Institutes of Science
 - San Diego Bike Coalition
 - Diamond Educational Excellence Partnership
 - Mustard Seed Woodwork Corporation

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

- Curriculum Night: Teachers provide an overview of grade-level standards, curriculum, and assessment
- SSC: members review monthly data, curriculum, and assessment outcomes
- ELAC: members review data, curriculum, and assessment outcomes
- SGT: review data, curriculum, and assessment outcomes
- Coffee with the Principal
- Parent-Teacher Conference twice yearly and as requested
- Communication between teacher, school staff and parents via School Messenger, Class Dojo, email, monthly newsletters

Horton provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) by:

- Academic workshops for Literacy and Mathematics
- Conferences with teacher, counselor or resource teacher upon request
- Books sent home with all students
- Shared resources through:
 - Academic websites: Raz Kids, STMath
 - School Website
 - Classroom Online Platforms: Seesaw and Google Classrooms
 - Class Dojo
 - Coffee with the Principal
 - Family Fridays

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

- Monthly ELAC meetings
- Monthly Coffee with the Principal meetings
- Monthly SSC Meetings
- Monthly SGT Meetings
- Counseling Workshops
- Counseling Center for parent and family outreach

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

- When campus is reopened:
 - Parent Room (when campus reopens)
 - Classroom or Campus Volunteer program
 - Monthly Attendance Recognition
 - Monthly HAWKS Recognition
- Counseling Center

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

- All communication provided in English and Spanish and other languages as needed

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

- All communication provided in English and Spanish and other languages as needed
- Communication provided in both written and spoken English and Spanish
- Interpretation provided for meetings
- Accessibility to all meeting rooms

DANIELLE GAREGNANI
AUTHORIZED OFFICIAL

/DANIELLE GAREGNANI
AUTHORIZED SIGNATURE

OCTOBER 30, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

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

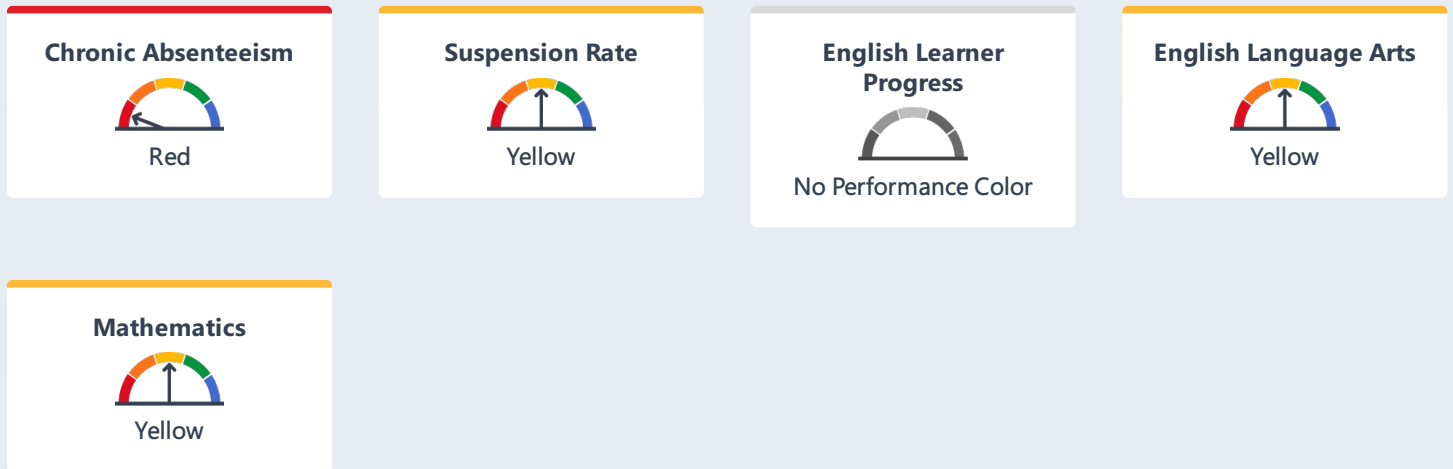
Reclassification data results can be requested from the school site.

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

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

Horton Elementary

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

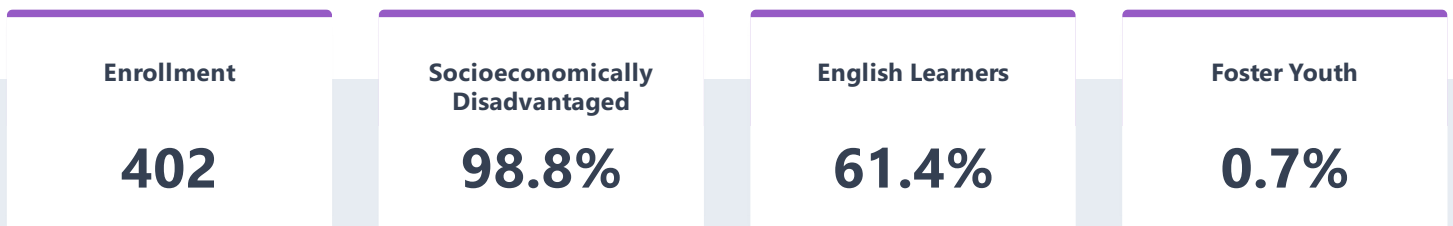


School Details

NAME Horton Elementary	ADDRESS 5050 Guymon Street San Diego, CA 92102-3734	WEBSITE N/A	GRADES SERVED K-5
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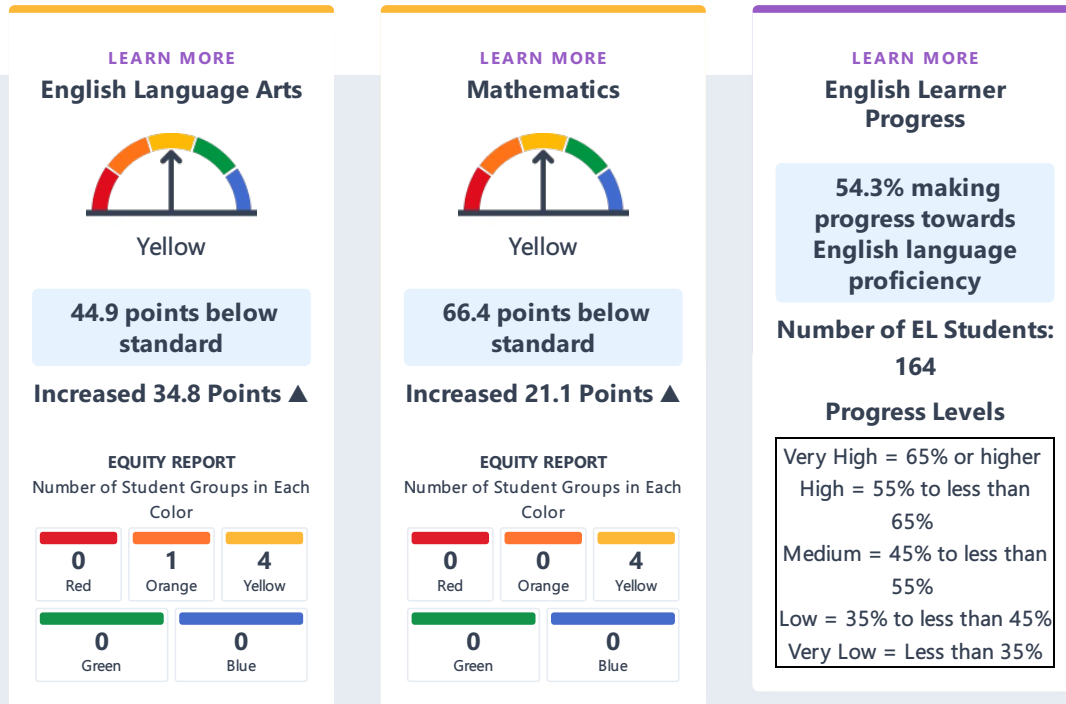
Student Population

Explore information about this school's student population.



Academic Performance

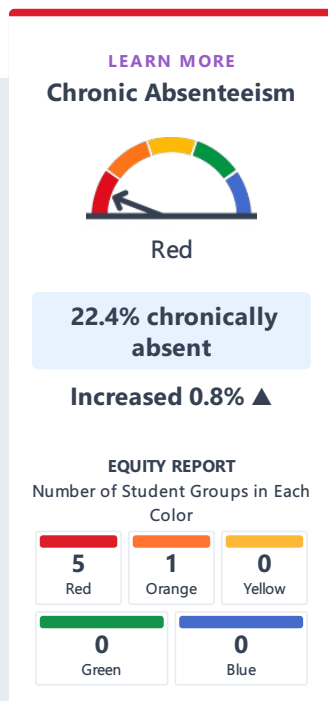
View Student Assessment Results and other aspects of school performance.



HORTON ELEMENTARY

Academic Engagement

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




Conditions & Climate

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

[LEARN MORE](#)

Suspension Rate



Yellow

5.6% suspended at least once

Declined 0.8% ▼

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	2 Orange	2 Yellow
1 Green	0 Blue	

Academic Performance

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

English Language Arts

All Students

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

All Students



Yellow

44.9 points below standard

Increased 34.8 Points ▲

Number of Students: 181

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Foster Youth

Two or More Races

African American



No Performance Color

70.3 points below standard

Increased 68.5 Points ▲

Number of Students: 14

Asian



No Performance Color

25.5 points below standard

Increased 9.9 Points ▲

Number of Students: 11

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



Orange

133 points below standard

Increased 33.2 Points ▲

Number of Students: 30

English Learners



Yellow

53.9 points below standard

Increased 35.1 Points ▲

Number of Students: 131

Hispanic



Yellow

44 points below standard

Increased 36 Points ▲

Number of Students: 155

Homeless



Yellow

51.1 points below standard

Increased 39 Points ▲

Number of Students: 59

Socioeconomically Disadvantaged



Yellow

45.3 points below standard

Increased 35.1 Points ▲

Number of Students: 180

Distance From Standard (English Language Arts)

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

	2017	2018	2019
All Students	71.7 points below standard	79.6 points below standard	44.9 points below standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners

79 points below standard

Increased 36.9 Points ▲

Number of Students: 100

Reclassified English Learners

27.2 points above standard

Increased 19.7 Points ▲

Number of Students: 31

English Only

45.9 points below standard

Increased 14.2 Points ▲

Number of Students: 38

Mathematics

All Students

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

All Students



Yellow

66.4 points below standard

Increased 21.1 Points ▲

Number of Students: 180

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Foster Youth

Two or More Races

Students with Disabilities

African American



No Performance Color

88.7 points below standard

Increased 35.4 Points ▲

Number of Students: 14

Asian



No Performance Color

34.9 points below standard

Increased 16.5 Points ▲

Number of Students: 11

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

139.5 points below standard

Increased 26.6 Points ▲

Number of Students: 29

English Learners



Yellow

73 points below standard

Increased 20 Points ▲

Number of Students: 130

Hispanic



Yellow

66.3 points below standard

Increased 21.4 Points ▲

Number of Students: 154

Homeless



Yellow

72.2 points below standard

Increased 20.2 Points ▲

Number of Students: 58

Socioeconomically Disadvantaged



Yellow

67.2 points below standard

Increased 20.7 Points ▲

Number of Students: 179

Distance From Standard (Mathematics)

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

	2017	2018	2019
All Students	70.4 points below standard	87.5 points below standard	66.4 points below standard

Mathematics Data Comparisons: English Learners

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

Current English Learners

91.9 points below standard

Increased 14.3 Points ▲

Number of Students: 99

Reclassified English Learners

12.5 points below standard

Increased 32.6 Points ▲

Number of Students: 31

English Only

65 points below standard

Increased 18.8 Points ▲

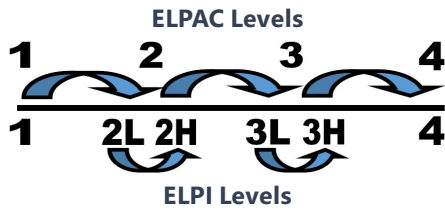
Number of Students: 38

English Learner Progress Indicator

All English Learner Students

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

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



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

[LEARN MORE](#)

English Learner Progress

54.3% making progress towards English language proficiency

Number of EL Students: 164

Performance Level

Medium

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students



Red

22.4% chronically absent

Increased 0.8% ▲

Number of Students: 429

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

African American

Students with Disabilities

English Learners

Hispanic

Socioeconomically Disadvantaged



Orange

Homeless



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Pacific Islander

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

23.1% chronically absent

Declined 7.7% ▼

Number of Students: 26

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

African American



Red

22.9% chronically absent

Increased 4.7% ▲

Number of Students: 35

Students with Disabilities



Red

23.3% chronically absent

Increased 4.6% ▲

Number of Students: 60

English Learners



Red

20.5% chronically absent

Increased 2.1% ▲

Number of Students: 259

Hispanic



Red

21% chronically absent

Maintained 0%

Number of Students: 353

Socioeconomically Disadvantaged



Red

22.1% chronically absent

Maintained 0.3%

Number of Students: 425

Homeless



Orange

26.2% chronically absent

Declined 2.3% ▼

Number of Students: 172

Conditions and Climate

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

Suspension Rate

All Students

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

All Students



Yellow

5.6% suspended at least once

Declined 0.8% ▼

Number of Students: 444

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

English Learners



Orange

Homeless

Students with Disabilities



Yellow

Hispanic

Socioeconomically Disadvantaged



Green

African American



Blue

No Students



No Performance Color

Asian

Foster Youth

Two or More Races

Pacific Islander

White



Asian



No Performance Color

7.7% suspended at least once

Increased 7.7% ▲

Number of Students: 26

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners



Red

6.7% suspended at least once

Increased 0.9% ▲

Number of Students: 268

Homeless



Orange

6.1% suspended at least once

Declined 0.7% ▼

Number of Students: 181

Students with Disabilities



Orange

13.3% suspended at least once

Declined 1.8% ▼

Number of Students: 60

Hispanic



Yellow

6% suspended at least once

Declined 0.7% ▼

Number of Students: 365

Socioeconomically Disadvantaged



Yellow

5.7% suspended at least once

Declined 0.9% ▼

Number of Students: 440

African American



Green

2.6% suspended at least once

Declined 3.1% ▼

Number of Students: 38



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	223	26.9	199	25.1	221	20.4	225	20.0	190	33.2	6.3	13.2	227	18.9	211	16.1	224	20.1	226	16.8	190	23.2	4.3	6.4
Female	100	40.0	87	31.0	99	25.3	101	22.8	80	28.7	-11.3	5.9	101	21.8	94	13.8	101	18.8	102	17.6	80	18.8	-3.0	1.2
Male	123	16.3	112	20.5	122	16.4	124	17.7	110	36.4	20.1	18.7	126	16.7	117	17.9	123	21.1	124	16.1	110	26.4	9.7	10.3
African American	9	-	4	40.0	14	28.6	15	6.7	14	35.7	-	29.0	9	-	7	-	16	12.5	15	6.7	14	14.3	-	7.6
Asian**	0	-	0	81.0	1	-	0	-	11	45.5	-	-	0	-	0	-	1	-	0	-	11	54.5	-	-
Filipino	0	-	0	70.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	195	27.2	176	24.4	183	19.1	193	18.7	163	32.5	5.3	13.8	200	18.5	184	16.3	184	20.7	194	15.5	163	22.1	3.6	6.6
Indochinese**	9	-	8	77.8	9	-	9	-	-	-	-	-	9	-	8	-	9	-	9	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	2	47.6	3	-	0	-	0	-	-	-	2	-	3	-	3	-	0	-	0	-	-	-
White	2	-	0	77.1	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Multiracial	6	-	9	70.0	11	27.3	8	-	2	-	-	-	6	-	9	-	11	9.1	8	-	2	-	-	-
English Learner	108	7.4	103	6.8	110	2.7	132	5.3	104	17.3	9.9	12.0	113	10.6	113	8.0	113	6.2	133	8.3	104	12.5	1.9	4.2
English-Speaking	115	45.2	96	44.8	111	37.8	93	40.9	86	52.3	7.1	11.4	114	27.2	98	25.5	111	34.2	93	29.0	86	36.0	8.8	7.0
Reclassified†	64	54.7	39	56.4	49	38.8	36	50.0	35	71.4	16.7	21.4	64	28.1	39	25.6	49	38.8	36	38.9	35	48.6	20.5	9.7
Initially Eng. Speaking	51	33.3	57	36.8	62	37.1	57	35.1	51	39.2	5.9	4.1	50	26.0	59	25.4	62	30.6	57	22.8	51	27.5	1.5	4.7
Econ. Disadv.*	223	26.9	193	24.4	213	19.2	219	19.6	188	33.0	6.1	13.4	227	18.9	205	16.1	216	19.0	220	16.4	188	22.9	4.0	6.5
Non-Econ. Disadv.	0	-	6	75.9	8	-	6	-	2	-	-	-	0	-	6	-	8	-	6	-	2	-	-	-
Gifted	46	69.6	33	45.5	32	40.6	25	32.0	14	50.0	-19.6	18.0	46	34.8	33	36.4	32	43.8	25	28.0	14	57.1	22.3	29.1
Not Gifted	177	15.8	166	21.1	189	16.9	200	18.5	176	31.8	16.0	13.3	181	14.9	178	12.4	192	16.1	201	15.4	176	20.5	5.6	5.1
With Disabilities	45	4.4	36	5.6	34	8.8	35	2.9	29	6.9	2.5	4.0	45	8.9	37	13.5	34	5.9	35	5.7	29	6.9	-2.0	1.2
WO Disabilities	178	32.6	163	29.4	187	22.5	190	23.2	161	37.9	5.3	14.7	182	21.4	174	16.7	190	22.6	191	18.8	161	26.1	4.7	7.3
Homeless	3	-	44	31.8	49	22.4	56	16.1	64	23.4	-	7.3	2	-	49	14.3	52	23.1	56	12.5	64	18.8	-	6.3
Foster	2	-	2	50.0	0	-	0	-	3	-	-	-	1	-	2	-	0	-	0	-	0	-	-	-
Military	7	-	0	60.4	0	-	5	-	2	-	-	-	7	-	1	-	0	-	5	-	2	-	-	-

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

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	79	21.5	76	21.1	63	22.2	69	15.9	57	33.3	11.8	17.4	81	21.0	79	15.2	63	25.4	70	25.7	57	29.8	8.8	4.1
Female	33	33.3	33	27.3	28	21.4	33	15.2	23	30.4	-2.9	15.2	34	29.4	35	8.6	28	25.0	34	23.5	23	21.7	-7.7	-1.8
Male	46	13.0	43	16.3	35	22.9	36	16.7	34	35.3	22.3	18.6	47	14.9	44	20.5	35	25.7	36	27.8	34	35.3	20.4	7.5
African American	5	-	2	40.0	5	-	4	-	6	-	-	-	5	-	2	-	5	-	4	-	6	-	-	-
Asian**	0	-	0	81.0	0	-	0	-	3	-	-	-	0	-	0	-	0	-	0	-	3	-	-	-
Filipino	0	-	0	70.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	65	23.1	67	19.4	55	20.0	57	12.3	47	31.9	8.8	19.6	67	22.4	70	15.7	55	25.5	58	22.4	47	29.8	7.4	7.4
Indochinese**	4	-	2	77.8	3	-	6	-	-	-	-	-	4	-	2	-	3	-	6	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	0	47.6	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
White	0	-	0	77.1	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Multiracial	3	-	5	70.0	0	-	2	-	1	-	-	-	3	-	5	-	0	-	2	-	1	-	-	-
English Learner	49	12.2	47	6.4	41	2.4	45	11.1	24	16.7	4.5	5.6	51	13.7	50	4.0	41	9.8	46	21.7	24	8.3	-5.4	-13.4
English-Speaking	30	36.7	29	44.8	22	59.1	24	25.0	33	45.5	8.8	20.5	30	33.3	29	34.5	22	54.5	24	33.3	33	45.5	12.2	12.2
Reclassified†	6	-	8	56.4	7	-	5	-	13	61.5	-	-	6	-	8	-	7	-	5	-	13	76.9	-	-
Initially Eng. Speaking	24	25.0	21	42.9	15	46.7	19	15.8	20	35.0	10.0	19.2	24	25.0	21	33.3	15	40.0	19	21.1	20	25.0	0.0	3.9
Econ. Disadv.*	79	21.5	74	20.3	62	21.0	69	15.9	57	33.3	11.8	17.4	81	21.0	77	15.6	62	24.2	70	25.7	57	29.8	8.8	4.1
Non-Econ. Disadv.	0	-	2	75.9	1	-	6	-	2	-	-	-	0	-	2	-	1	-	6	-	2	-	-	-
Gifted	16	62.5	13	23.1	6	-	5	-	2	-	-	-	16	43.8	13	38.5	6	-	5	-	2	-	-	-
Not Gifted	63	11.1	63	20.6	57	19.3	64	15.6	55	30.9	19.8	15.3	65	15.4	66	10.6	57	21.1	65	26.2	55	29.1	13.7	2.9
With Disabilities	20	5.0	36	5.6	8	-	35	2.9	7	-	-	-	20	15.0	10	0.0	8	-	35	5.7	29	6.9	-8.1	1.2
WO Disabilities	59	27.1	66	24.2	55	23.6	64	17.2	50	36.0	8.9	18.8	61	23.0	69	17.4	55	25.5	65	27.7	50	34.0	11.0	6.3
Homeless	0	-	18	44.4	15	20.0	21	14.3	22	27.3	-	13.0	0	-	20	20.0	15	26.7	21	19.0	22	18.2	-	-0.8
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	0	60.4	0	-	3	-	0	-	-	-	3	-	1	-	0	-	3	-	0	-	-	-

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

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	57	22.8	71	28.2	78	19.2	76	26.3	60	30.0	7.2	3.7	57	26.3	77	22.1	81	22.2	76	21.1	60	18.3	-8.0	-2.8
Female	26	34.6	30	30.0	34	26.5	32	31.3	28	21.4	-13.2	-9.9	26	30.8	34	20.6	36	19.4	32	28.1	28	17.9	-12.9	-10.2
Male	31	12.9	41	26.8	44	13.6	44	22.7	32	37.5	24.6	14.8	31	22.6	43	23.3	45	24.4	44	15.9	32	18.8	-3.8	2.9
African American	0	-	2	40.0	2	-	6	-	3	-	-	-	0	-	3	-	4	-	6	-	3	-	-	-
Asian**	0	-	0	81.0	1	-	0	-	5	-	-	-	0	-	0	-	1	-	0	-	5	-	-	-
Filipino	0	-	0	70.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	54	22.2	58	29.3	67	17.9	67	26.9	51	27.5	5.3	0.6	55	25.5	62	22.6	68	23.5	67	20.9	51	15.7	-9.8	-5.2
Indochinese**	2	-	5	77.8	1	-	3	-	-	-	-	-	2	-	5	-	1	-	3	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	2	47.6	0	-	0	-	0	-	-	-	0	-	3	-	0	-	0	-	0	-	-	-
White	1	-	0	77.1	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Multiracial	0	-	4	70.0	7	-	0	-	1	-	-	-	0	-	4	-	7	-	0	-	1	-	-	-
English Learner	33	6.1	35	11.4	42	2.4	47	2.1	38	26.3	20.2	24.2	34	11.8	39	15.4	45	4.4	47	2.1	38	18.4	6.6	16.3
English-Speaking	24	45.8	36	44.4	36	38.9	29	65.5	22	36.4	-9.4	-29.1	23	47.8	38	28.9	36	44.4	29	51.7	22	18.2	-29.6	-33.5
Reclassified†	17	58.8	16	56.3	13	46.2	11	81.8	6	-	-	-	17	58.8	16	25.0	13	61.5	11	63.6	6	-	-	-
Initially Eng. Speaking	7	-	20	35.0	23	34.8	18	55.6	16	18.8	-	-36.8	6	-	22	31.8	23	34.8	18	44.4	16	12.5	-	-31.9
Econ. Disadv.*	57	22.8	68	27.9	74	17.6	72	26.4	60	30.0	7.2	3.6	57	26.3	74	21.6	77	20.8	72	20.8	60	18.3	-8.0	-2.5
Non-Econ. Disadv.	0	-	3	75.9	4	-	4	-	2	-	-	-	0	-	3	-	4	-	4	-	2	-	-	-
Gifted	5	-	13	53.8	12	25.0	8	-	14	50.0	-	-	5	-	13	46.2	12	50.0	8	-	14	57.1	-	-
Not Gifted	52	17.3	58	22.4	66	18.2	68	22.1	56	32.1	14.8	10.0	52	26.9	64	17.2	69	17.4	68	16.2	56	19.6	-7.3	3.4
With Disabilities	13	0.0	14	14.3	34	8.8	15	6.7	29	6.9	6.9	0.2	13	0.0	15	26.7	34	5.9	15	13.3	29	6.9	6.9	-6.4
WO Disabilities	44	29.5	57	31.6	66	22.7	61	31.1	55	32.7	3.2	1.6	44	34.1	62	21.0	69	26.1	61	23.0	55	20.0	-14.1	-3.0
Homeless	3	-	8	44.4	21	28.6	16	18.8	19	15.8	-	-3.0	2	-	10	10.0	24	25.0	16	12.5	19	10.5	-	-2.0
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	60.4	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-

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 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	87	34.5	52	26.9	80	20.0	80	17.5	73	35.6	1.1	18.1	89	12.4	55	9.1	80	13.8	80	5.0	73	21.9	9.5	16.9
Female	41	48.8	24	37.5	37	27.0	36	22.2	29	34.5	-14.3	12.3	41	9.8	25	12.0	37	13.5	36	2.8	29	17.2	7.4	14.4
Male	46	21.7	28	17.9	43	14.0	44	13.6	44	36.4	14.7	22.8	48	14.6	30	6.7	43	14.0	44	6.8	44	25.0	10.4	18.2
African American	4	-	0	40.0	7	-	5	-	5	-	-	-	4	-	2	-	7	-	5	-	5	-	-	-
Asian**	0	-	0	81.0	0	-	0	-	3	-	-	-	0	-	0	-	0	-	0	-	3	-	-	-
Filipino	0	-	0	70.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	76	34.2	51	25.5	61	19.7	69	15.9	65	36.9	2.7	21.0	78	10.3	52	9.6	61	13.1	69	4.3	65	21.5	11.2	17.2
Indochinese**	3	-	1	77.8	5	-	0	-	-	-	-	-	3	-	1	-	5	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	3	-	0	-	0	-	-	-	0	-	0	-	3	-	0	-	0	-	-	-
White	1	-	0	77.1	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Multiracial	3	-	0	70.0	4	-	6	-	0	-	-	-	3	-	0	-	4	-	6	-	0	-	-	-
English Learner	26	0.0	21	0.0	27	3.7	40	2.5	42	9.5	9.5	7.0	28	3.6	24	4.2	27	3.7	40	0.0	42	9.5	5.9	9.5
English-Speaking	61	49.2	31	45.2	53	28.3	40	32.5	31	71.0	21.8	38.5	61	16.4	31	12.9	53	18.9	40	10.0	31	38.7	22.3	28.7
Reclassified†	41	48.8	15	60.0	29	24.1	20	30.0	16	75.0	26.2	45.0	41	9.8	15	20.0	29	17.2	20	15.0	16	31.3	21.5	16.3
Initially Eng. Speaking	20	50.0	16	31.3	24	33.3	20	35.0	15	66.7	16.7	31.7	20	30.0	16	6.3	24	20.8	20	5.0	15	46.7	16.7	41.7
Econ. Disadv.*	87	34.5	51	25.5	77	19.5	78	16.7	71	35.2	0.7	18.5	89	12.4	54	9.3	77	13.0	78	3.8	71	21.1	8.7	17.3
Non-Econ. Disadv.	0	-	1	75.9	3	-	2	-	2	-	-	-	0	-	1	-	3	-	2	-	2	-	-	-
Gifted	25	72.0	7	53.8	14	50.0	12	16.7	8	-	-	-	25	32.0	7	-	14	28.6	12	8.3	8	-	-	-
Not Gifted	62	19.4	45	20.0	66	13.6	68	17.6	65	32.3	12.9	14.7	64	4.7	48	8.3	66	10.6	68	4.4	65	13.8	9.1	9.4
With Disabilities	12	8.3	36	5.6	14	14.3	35	2.9	17	5.9	-2.4	3.0	12	8.3	12	8.3	34	5.9	35	5.7	17	11.8	3.5	6.1
WO Disabilities	75	38.7	40	35.0	66	21.2	65	21.5	56	44.6	5.9	23.1	77	13.0	43	9.3	66	16.7	65	6.2	56	25.0	12.0	18.8
Homeless	0	-	18	22.2	13	15.4	19	15.8	23	26.1	-	10.3	0	-	19	10.5	13	15.4	19	5.3	23	26.1	-	20.8
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	0	60.4	0	-	0	-	1	-	-	-	4	-	0	-	0	-	0	-	1	-	-	-

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

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

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

APPENDIX E

**2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS
AND ACTIVITIES**

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: HORTON ELEMENTARY

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

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 2

***Strategy/Activity - Description**

Safe, inclusive, and collaborative environment - Playworks.

To help cultivate a safe, inclusive, and collaborative learning environment, the site will contract Playworks, a safe play program designed to provide structures, routines, and games that are appropriate for safe recess behavior. In addition to safe playground behaviors, lesson guides for games, and students will have structured opportunities to build respect and social relationships among themselves that will transfer into the classroom learning environment. Engaging in safe, structured play on the playground will help reduce and eliminate bullying behaviors, and thereby contribute to the reduction of the school's overall suspension rate.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Consultants <=\$25K		\$10,000.00	30106-5801	To cultivate a safe, collaborative, and inclusive environment for all students.	Students have engaged in learning playground routines, new structured activities that foster positive interactions and relationships with	N/A	None. Extend contract in 2020-2021

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					classmates both inside and outside the classroom.		
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Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Guaranteed and Viable Curriculum - ELA.
 All students in grades TK-5 will receive high quality instruction implemented by all classroom teachers. The state-adopted Benchmark Advance is the Guaranteed and Viable Curriculum through which core ELA instruction is delivered. Textbooks acquired for classrooms for grades K, 1st, and 5th in the 2019-20 school year complete In the final year of the school's sitewide textbook adoption plan, thus making 2019-20 the first year that all Horton classrooms have access to GVC in ELA. The curriculum is aligned with CAASP-ELA includes instruct consumables
 Students are able to take end of unit online assessments, thus allowing them to become prepared for the summative CAASP-ELA assessment in an environment similar to the actual SBA while also practicing the technological skills needed to demonstrate their proficiency accurately.
 Integrated and Designated ELD are embedded in the core instructional components and aligned with ELD standards in the Benchmark Advance curriculum.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Adopted Textbks & Adopted Matl		\$36,480.00	30106-4101	To support student achievement of grade level proficiency in ELA.	Students access researched-based comprehensive curriculum that addresses all areas (reading, writing, speaking, listening, foundational skills) of grade level English language arts	N/A	None.

Horton Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					standards, as well as differentiated materials for reading, integrated and designated ELD, and intervention. Materials and lessons are designed to meet their individual instructional needs.		
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Note/Reminders (optional):

Strategy/Activity 2

*Strategy/Activity - Description

Reading Intervention Curriculum.
 Students who are below grade level proficiency in grades 3-5 will receive small group reading intervention with the support of retired teachers. Students will have access to high quality intervention reading instruction with the support of instruction provided by retired teachers. To ensure high reliability of instructional practices and teaching of reading strategies, the use of a researched Guaranteed and Viable Curriculum with proven improved outcomes will be implemented.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsm		\$40,079.90	30100-1189	To support student	Students receive	N/A	None.

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Teacher Hrly				achievement of grade level proficiency in ELA.	targeted, Tier 2 intensive reading instruction from a qualified reading teacher.		
Retired Clsrm Teacher Hrly		\$11,920.13	30106-1189	To support student achievement of grade level proficiency in ELA.	Students receive targeted, Tier 2 intensive reading instruction from a qualified reading teacher.	N/A	None.
Adopted Textbks & Adopted Matl		\$32,811.00	31820-4101	To support student achievement of grade level proficiency in ELA.	Students access engaging high-quality fiction and nonfiction leveled books and lessons designed to meet their individual reading needs.	N/A	None.

Note/Reminders (optional):

Strategy/Activity 3

*Strategy/Activity - Description

In School Resource Teacher.

The In-school Resource Teacher will continue to support all students and teachers through through collaboration to positively impact teacher effectiveness. The RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). The RT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. The RT will work directly with community partners, students and families to enhance the school's instructional program, focus on accelerating the academic achievement of all Horton students, and to increase family engagement which will positively impact attendance, school culture and academic progress.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	1.00000	\$131,783.50	30100-1109	To support with ELA instruction, intervention, coaching, and professional development.	In School Resource Teacher provides support for classroom teachers as a member of grade level PLCs, assisting with identifying professional learning opportunities, and supporting students with reading intervention, small groups, including guided reading, and high level collaboration with teachers to identify students with possible Tier III support needs as a member of the Student Study Team/IMTSS team to implement RTI. The Resource Teacher position also interfaces regularly with parents by co-leading Family Friday parent opportunities to engage as co-teachers where High Impact Home Strategies are taught	N/A	None

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					and practiced. The RT position has positive rapport with all stakeholders, which is a big contribution to the efficacy of this role.	
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Note/Reminders (optional):

Strategy/Activity 4

*Strategy/Activity - Description

Professional Development & Breakthrough Coaching - ELA/Benchmark Advance
 All teachers in grades TK-5 and Special Education Resource Specialists, will receive targeted ongoing professional learning and breakthrough coaching in ELA to support all students. The professional learning focus includes is targeted to sustain the closure of the achievement gap in Horton students' ELA proficiency. The professional development plan includes a structured, gradual release of responsibility that enables teachers to engage in collaboration, planning, with colleagues and administrative leadership. This plan includes Day 1: professional development in the Balanced Literacy Framework with a focus on differentiated instruction; Day 2: demonstration lesson with current students; Day 3: Side-by side co-teaching with teachers and coach/principal; Day 4: Teacher engage safe practice with feedback from coach/principal. Focused observations will be facilitated with a clear focus that is aligned with teachers' new learning after a period of safe-practice. Teachers will also receive training on how to implement assessments online, create student performance data reports, and how to shift instruction after data analysis in Professional Learning Communities.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Contracted Svcs Less Than \$25K	--	--	31820-5853	To support ELA proficiency of all students in grades TK-5.	Sustained Implementation of the GVC; Coaching has supported effective and	N/A	None.

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					consistent implementation of the instructional components (iELD/dELD, guided reading, intervention)		
Note/Reminders (optional):							
Strategy/Activity 5							
*Strategy/Activity - Description							
<p>Professional Learning Communities. All teachers in grades TK-5 and Special Education Resource Specialists will participate in bi-monthly PLCs to support the ELA achievement of all students. During PLCs, teachers will engage in best practices found in the work of Marzano and DuFour to ensure all students are monitored and make incremental academic gains. Included in this work is common assessment data analysis and calibration of results, determine effective teaching practices and necessary instructional shifts to sustain student growth as aligned to the school's Guaranteed and Viable Curriculum. Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices, including: lesson design, lesson studies, cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the school year.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$38,199.58	31820-1192	To support the ELA achievement of all students in grades TK-5.	Teacher engagement, agency, and growth in	N/A	None.

Horton Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					implementation of pedagogical practices that provide access to and build literacy skills for diverse learners.		
Prof&Curriclm DevHrlyClsrmTch r	--	--	31820-1170	To support the ELA achievement of all students in grades TK-5.	Teacher engagement, agency, and growth in implementation of pedagogical practices that provide access to and build literacy skills for diverse learners.	N/A	None.

Note/Reminders (optional):

Strategy/Activity 7

***Strategy/Activity - Description**

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$3,000.00	30106-4301	To support the ELA instruction of all students in	Supplies are an effective strategy because they	N/A	None.

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				grades TK-5.	enable for the closure of students' conceptual gaps.		
Supplies		\$1,548.00	31820-4301	To support the ELA instruction of all students in grades TK-5.	Supplies are an effective strategy because they enable for the closure of students' conceptual gaps.	N/A	None.

Note/Reminders (optional):

Strategy/Activity 8

***Strategy/Activity - Description**

Computer Tech.

To support all students in grades TK-5 in ELA, the computer technical will provide occasional support in the computer lab in order for students gain meaningful experience in preparation for online assessments in ELA as prescribed by the Benchmark Advance curriculum and the CAASP ELA.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Computer Asst -	0.43750	\$15,584.46	30106-2231	To support all students in grades TK-5 with technological skills needed to perform ELA		Position Not Filled	Allocate funding to another expenditure

Horton Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				assessments online.			
Tech Professional OTBS Hrly		\$4,037.49	30106-2455	To support all students in grades TK-5 with technological skills needed to perform ELA assessments online.		Position Not Filled	Allocate funding to another expenditure

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Professional Learning Communities - Visiting Teachers
 All teachers in grades TK-5 and Special Education Resource Specialists will participate in bi-monthly PLCs and ongoing professional learning to support high quality math instruction for all students. Included in this work in strategic, targeted professional learning and student data analysis on an ongoing basis throughout the school year. Professional learning in Math will be focused on various components of number talks and math routines to support the closure of conceptual gaps indicated in our student performance data.
 Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices, including: lesson design, lesson studies, cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the school year.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClsrmTch r		\$9,999.54	31820-1170	To support the Math achievement of all students in grades TK-5 to provide teachers release time for planning for implementation professional learning outcomes.	Teacher engagement, agency, and growth in implementation of pedagogical practices that provide access to and build conceptual knowledge and math skills for student.	N/A	None.

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr	--	--	31820-1192	To support the Math achievement of all students in grades TK-5.	Teacher engagement, agency, and growth in implementation of pedagogical practices that provide access to and build conceptual knowledge and math skills for student.	N/A	None
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Note/Reminders (optional):

Strategy/Activity 2

*Strategy/Activity - Description

In School Resource Teacher.

The In-school Resource Teacher will continue to support all students and teachers through through collaboration to positively impact teacher effectiveness. The RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). The RT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. The RT will work directly with community partners, students and families to enhance the school's instructional program, focus on accelerating the academic achievement of all Horton students, and to increase family engagement which will positively impact attendance, school culture and academic progress.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	--	--	30100-1109	To support with math instruction,	In School Resource Teacher provides		

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>intervention, coaching, and professional development.</p>	<p>support for classroom teachers as a member of grade level PLCs, assisting with identifying professional learning opportunities, and supporting students with reading intervention, small groups, including guided reading, and high level collaboration with teachers to identify students with possible Tier III support needs as a member of the Student Study Team/IMTSS team to implement RTI. The Resource Teacher position also interfaces regularly with parents by co-leading Family Friday parent opportunities to engage as co-teachers where High Impact Home Strategies are taught and practiced. The RT position has positive rapport with all stakeholders, which is a big contribution to the efficacy of this role.</p>		
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Note/Reminders (optional):

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Strategy/Activity 3

***Strategy/Activity - Description**

Computer Tech Hourly.

To support all students in grades TK-5 in Math, the computer technical will provide occasional support in the computer lab in order for students gain meaningful experience in preparation for online assessments in Math as prescribed by the Benchmark Advance curriculum and the CAASP Math.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Computer Asst -	--	--	30106-2231	To support all students in grades TK-5 with technological skills needed to perform Math assessments online.		Position Not Filled	Allocate funding to another expenditure
Tech Professional OTBS Hrly	--	--	30106-2455	To support all students in grades TK-5 with technological skills needed to perform Math assessments online.		Position Not Filled	Allocate funding to another expenditure

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

Professional Development & Breakthrough Coaching - Math.

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

All teachers in grades TK-5 and Special Education Resource Specialists, will receive targeted ongoing professional learning and breakthrough coaching in Math to support all students. The professional learning focus includes is targeted to sustain the closure of the achievement gap in Horton students' Math proficiency. The professional development plan includes a structured, gradual release of responsibility that enables teachers to engage in collaboration, planning, with colleagues and administrative leadership. This plan includes Day 1: professional development in math routines and number talks; Day 2: demonstration lesson with current students; Day 3: Side-by side co-teaching with teachers and coach/principal; Day 4: Teacher engage safe practice with feedback from coach/principal. Focused observations will be facilitated with a clear focus that is aligned with teachers' new learning after a period of safe-practice. Teachers will also receive training on how to implement assessments online, create student performance data reports, and how to shift instruction after data analysis in Professional Learning Communities.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Contracted Svcs Less Than \$25K		\$32,540.00	31820-5853	To support high quality math instruction delivery to all students in grades TK-5.	Sustained Implementation of the quality math instruction-number talks and math routines. Coaching has supported effective and consistent implementation of the pedagogical practices learned professional development.	N/A	None.

Note/Reminders (optional):

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Strategy/Activity 5

***Strategy/Activity - Description**

Supplies.

All students in grades TK-5 will have meaningful instructional supplies to support high quality Tier I instruction in Math.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inservice supplies		\$10,000.00	31820-4304	To support the Math instruction of all students in grades TK-5.	Supplies are an effective strategy because they enable for the closure of students' conceptual gaps.	N/A	None.
Inservice supplies		\$10,000.00	31820-4304	To support the Math instruction of all students in grades TK-5.	Supplies are an effective strategy because they enable for the closure of students' conceptual gaps.	N/A	None.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Resources were allocated to fund the following: Guaranteed and Viable Curriculum - ELA. State-adopted Integrated and Designated ELA curriculum that is aligned with CAASP, including common assessments that students perform online in preparation for SBA-ELA. All students who are English Learners in grades TK-5 will receive high quality instruction implemented by all classroom teachers. The state-adopted Benchmark Advance is the Guaranteed and Viable Curriculum through which core ELA instruction is delivered. Textbooks acquired for classrooms for grades K, 1st, and 5th in the 2019-20 school year complete In the final year of the school's sitewide textbook adoption plan, thus making 2019-20 the first year that all Horton classrooms have access to GVC in ELA. The curriculum is aligned with CAASP-ELA includes instruct consumables Students are able to take end of unit online assessments, thus allowing them to become prepared for the summative CAASP-ELA assessment in an environment similar to the actual SBA while also practicing the technological skills needed to demonstrate their proficiency accurately. Integrated and Designated ELD are embedded in the core instructional components and aligned with ELD standards in the Benchmark Advance curriculum.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Adopted Textbks & Adopted Matl	--	--	30106-4101	To support student achievement of grade level proficiency in ELA for students in grades TK-5.	Students access engaging high-quality fiction and nonfiction leveled books and lessons designed to meet their individual reading needs.	N/A	None.

Note/Reminders (optional):

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Strategy/Activity 2

***Strategy/Activity - Description**

In-School Resource Teacher will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction), support teachers with GVC to ensure integrated ELD supports for English Learners are implemented with high reliability, support professional learning for students who are ELs (plan, organize, and facilitate) in both ELA and Math.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	--	--	30100-1109	Support closing the achievement gap in ELA and Math among English Learners.	In School Resource Teacher provides support for classroom teachers as a member of grade level PLCs, assisting with identifying professional learning opportunities, and supporting students with reading intervention, small groups, including guided reading, and high level collaboration with teachers to identify students with possible Tier III support needs as a member of the	N/A	None

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>Student Study Team/IMTSS team to implement RTI. The Resource Teacher position also interfaces regularly with parents by co-leading Family Friday parent opportunities to engage as co-teachers where High Impact Home Strategies are taught and practiced. The RT position has positive rapport with all stakeholders, which is a big contribution to the efficacy of this role.</p>	
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Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

All teachers in grades TK-5 and Special Education Resource Specialists will receive Professional Development and breakthrough coaching in ELA and Math will include specific strategies for implementing high quality tier I instruction that is differentiated specifically for students who are ELs.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Contracted Sves Less Than \$25K	--	--	31820-5853	Support closing the achievement	Sustained Implementation		

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				gap of ELs via teacher professional development.	of the GVC; Coaching has supported effective and consistent implementation of the instructional components (iELD/dELD, guided reading, intervention)		
--	--	--	--	--	--	--	--

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

Teachers will provide tutoring to students who are English Learners and/or co-plan with colleagues outside of their normal reporting hours.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$3,677.68	30106-1157	Teachers will provide tutoring to students who are English Learners and/or co-plan with colleagues outside of their normal reporting	Students receive individualized support for academic needs. Teachers have additional time to plan for consistent implementation of	Limited number of students serviced after school.	None

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				hours.	the GVC, adjust lessons to meet the needs of students, and plan for differentiation for specific needs of students.		
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Note/Reminders (optional):

Strategy/Activity 5

***Strategy/Activity - Description**

Computer Tech.
To support all students who are English Learners in grades TK-5 in ELA, the computer technical will provide occasional support in the computer lab in order for students gain meaningful experience in preparation for online assessments in ELA as prescribed by the Benchmark Advance curriculum and the CAASP ELA.

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

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Computer Asst	--	--	30106-2231	To support all students who are Els in grades TK-5 with technological skills needed to perform ELA & Math assessments online.		Position Not Filled	Allocate funding to another expenditure

Horton Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Tech Professional OTBS Hrly	--	--	30106-2455	To support all students who are Els in grades TK-5 with technological skills needed to perform ELA & Math assessments online.		Position Not Filled	Allocate funding to another expenditure
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Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Capacity Building: Parent Training/Workshops in the areas of ELA - Balanced Literacy, and Math.

With the support of district and community partnerships, including the SDUSD Family Engagement and the San Diego City Malcolm X Library, parents and families of all students in grades TK-5 will have access to meaningful learning opportunities to shift parents' perspective to that of co-teachers in support school staff and classroom instruction.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Other Nonclrm PARAS Hrly		\$613.40	30103-2955	Childcare provisions for parents while participating in co-teaching workshops focused on High Impact Home Strategies in ELA and Math.	Higher percentage of parent participation and engagement because younger children are cared for in a separate location.	Few families utilize childcare support.	Consider different times for parent events.
Inservice supplies		\$2,000.00	30103-4304	Supplies to support co-teaching workshops for parents.	Supplies provide access to content and foster engagement. Supplies allow facilitators more	N/A	None.

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					flexible and broader topics to present to families.		
--	--	--	--	--	---	--	--

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

In School Resource Teacher.
The In-school Resource Teacher will continue to support all students and teachers through through collaboration to positively impact teacher effectiveness. The RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). The RT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. The RT will work directly with community partners, students and families to enhance the school's instructional program, focus on accelerating the academic achievement of all Horton students, and to increase family engagement which will positively impact attendance, school culture and academic progress.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	--	--	30100-1109	To support closing the achievement gap and increase the graduation/promotion rate.	In School Resource Teacher provides support for classroom teachers as a member of grade level PLCs, assisting with identifying professional learning opportunities, and supporting students with reading intervention, small groups, including guided reading, and high level collaboration with teachers to identify students with	N/A	None.

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>possible Tier III support needs as a member of the Student Study Team/IMTSS team to implement RTI. The Resource Teacher position also interfaces regularly with parents by co-leading Family Friday parent opportunities to engage as co-teachers where High Impact Home Strategies are taught and practiced. The RT position has positive rapport with all stakeholders, which is a big contribution to the efficacy of this role.</p>	
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Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inservice supplies	--	--	31820-4304	Support closing the achievement	Supplies provide access to content	N/A	None

Horton Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				gap and increase graduation/promotion rate.	and foster engagement. Supplies allow facilitators more flexible and broader topics to present to educators.		
Inservice supplies	--	--	31820-4304	Support closing the achievement gap and increase graduation/promotion rate.	Supplies provide access to content and foster engagement. Supplies allow facilitators more flexible and broader topics to present to educators.	N/A	None
Supplies	--	--	30106-4301	Support closing the achievement gap and increase graduation/promotion rate.	Supplies provide access to content and foster engagement. Supplies allow facilitators more flexible and broader topics to present to educators.	N/A	None

Note/Reminders (optional):

Strategy/Activity 3

*Strategy/Activity - Description

Reading Intervention Curriculum.

Students who are below grade level proficiency in grades 3-5 will receive small group reading intervention with the support of retired teachers.

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Students will have access to high quality intervention reading instruction with the support of instruction provided by retired teachers. To ensure high reliability of instructional practices and teaching of reading strategies, the use of a researched Guaranteed and Viable Curriculum with proven improved outcomes will be implemented.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Adopted Textbks & Adopted Matl	--	--	31820-4101	Support closing the achievement gap and increase graduation/promotion rate.	Students access engaging high-quality fiction and nonfiction leveled books and lessons designed to meet their individual reading needs.	N/A	None.
Retired Clsrm Teacher Hrly	--	--	30100-1189	Support closing the achievement gap and increase graduation/promotion rate.	Students receive targeted, Tier 2 intensive reading instruction from a qualified reading teacher.	N/A	None.
Retired Clsrm Teacher Hrly	--	--	30106-1189	Support closing the achievement gap and increase graduation/promotion rate.	Students receive targeted, Tier 2 intensive reading instruction from a qualified reading teacher.	N/A	None.

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

Professional Development & Breakthrough Coaching - ELA and Math

All teachers in grades TK-5 and Special Education Resource Specialists, will receive targeted ongoing professional learning and breakthrough coaching in ELA to support all students. The professional learning focus includes is targeted to sustain the closure of the achievement gap in Horton students' ELA and Math proficiency. The professional development plan includes a structured, gradual release of responsibility that enables teachers to engage in collaboration, planning, with colleagues and administrative leadership. This plan includes Day 1: professional development in the Balanced Literacy Framework with a focus on differentiated instruction AND math with a math focus routines and number talks ; Day 2: demonstration lesson with current students; Day 3: Side-by side co-teaching with teachers and coach/principal; Day 4: Teacher engage safe practice with feedback from coach/principal. Focused observations will be facilitated with a clear focus that is aligned with teachers' new learning after a period of safe-practice. Teachers will also receive training on how to implement assessments online, create student performance data reports, and how to shift instruction after data analysis in Professional Learning Communities

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Contracted Svcs Less Than \$25K	--	--	31820-5853	To support closing the achievement gap and increase the graduation/promotion rate.	Sustained Implementation of the GVC; Coaching has supported effective and consistent implementation of the instructional components	N/A	None.

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(iELD/dELD, guided reading, intervention)		
Prof&Curriclm Dev Vist Tchr	--	--	31820-1192	To support closing the achievement gap and increase the graduation/promotion rate.	Teacher engagement, agency, and growth in implementation of pedagogical practices that provide access to and build literacy skills for students not meeting grade level standards.	N/A	None.
Prof&Curriclm DevHrlyClstrmTchr	--	--	31820-1170	To support closing the achievement gap and increase the graduation/promotion rate.	Teacher engagement, agency, and growth in implementation of pedagogical practices that provide access to and build literacy skills for students not meeting grade level standards.	N/A	None.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

I will monitor instructional content, student engagement by working with members of the Integrated Multi-Tiered System of Support (IMTSS) team to ensure that the following are in place at the school:

- A guaranteed and viable curriculum in every classroom.

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.

- Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice.
- Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All staff knows students' learning needs and can recognize if instruction is impacting learning.

I will monitor student learning and provide appropriate support to ensure teachers:

- Develop and fine tune a comprehensive assessment system.
Implement three- to six-week data cycles in an effort to closely monitor student mastery of standards throughout the year.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Ensure that reteach and reassessment opportunities are provided to students.
- Ensure that all students have access to rigorous and standards-based lessons

With the IMTSS team, I will continue implement targeted professional learning and implementation of the learning by focusing on creating a collaborative risk-taking environment for teachers and students. I will lead the instructional leadership team and align systems and structures for cultivating teacher leadership. I will ensure the following takes place at the school:

- Data from classroom observations and common assessments will be used to inform professional learning opportunities.
- Identify teacher's practices and develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
- The school's focus, common pedagogy, professional learning, and teacher collaboration is evident in all classrooms.

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: HORTON ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will support students' overall social-emotional well being and needs as they relate to the traumatic Adverse Childhood Experiences (ACHs). The Guidance Assistant will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school everyday and on time. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture. The Guidance Assistant will help support students' social and emotional well being and needs alongside the School Counselor. Trauma-informed practices will be the core of this role. The allocation of this resource allows for the school Counseling Center to be open to students every day of that school is open, during core instructional hours when most needed by students.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst -	0.62500	\$43,387.56	09800-2404	Guidance Assistant supports with increasing the school attendance rate and helps provide for students' social emotional needs to	Guidance assistant has positive rapport with all stakeholders, particularly with students, which is a big contribution	N/A	None.

Horton Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				decrease the suspension rate.	to the efficacy of this role.		
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Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 5

***Strategy/Activity - Description**

Professional Learning Communities.
 All teachers in grades TK-5 and Special Education Resource Specialists will participate in bi-monthly PLCs to support the ELA achievement of all students.
 During PLCs, teachers will engage in best practices found in the work of Marzano and DuFour to ensure all students are monitored and make incremental academic gains. Included in this work is common assessment data analysis and calibration of results, determine effective teaching practices and necessary instructional shifts to sustain student growth as aligned to the school's Guaranteed and Viable Curriculum.
 Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices, including: lesson design, lesson studies, cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the school year.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$40,000.60	09800-1192	To support the ELA achievement of all students in grades TK-5.	Teacher engagement, agency, and growth in implementation of pedagogical practices that provide access to and build literacy skills for diverse learners.	N/A	None.
Prof&Curriclm	--	--	09800-1192	To support the	Teacher	N/A	None.

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Dev Vist Tchr				ELA achievement of all students in grades TK-5.	engagement, agency, and growth in implementation of pedagogical practices that provide access to and build literacy skills for diverse learners.		
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Note/Reminders (optional):

Strategy/Activity 6

*Strategy/Activity - Description

Professional Development - Visiting Teachers
 All teachers in grades TK-5 and Special Education Resource Specialists will participate in strategic, targeted professional learning on an ongoing basis throughout the school year. Professional learning in ELA will be focused on various components of the Balanced Literacy framework in support of highly effective implementation of the Benchmark Advance Guaranteed and Viable Curriculum.
 Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices, including: lesson design, lesson studies, cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	To support the ELA achievement of all students in grades TK-5.	Teacher engagement, agency, and growth in	N/A	None.

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					implementation of pedagogical practices that provide access to and build literacy skills for diverse learners.		
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Note/Reminders (optional):

Strategy/Activity 8

***Strategy/Activity - Description**

Computer Tech.
To support all students in grades TK-5 in ELA, the computer technician will provide occasional support in the computer lab in order for students gain meaningful experience in preparation for online assessments in ELA as prescribed by the Benchmark Advance curriculum and the CAASP ELA.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Tech Professional OTBS Hrly		\$3,288.06	09800-2455	To support all students in grades TK-5 with technological skills needed to perform ELA assessments online.		Position not filled.	Allocate funding to another expenditure.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Professional Learning Communities - Visiting Teachers

All teachers in grades TK-5 and Special Education Resource Specialists will participate in bi-monthly PLCs and ongoing professional learning to support high quality math instruction for all students. Included in this work in strategic, targeted professional learning and student data analysis on an ongoing basis throughout the school year. Professional learning in Math will be focused on various components of number talks and math routines to support the closure of conceptual gaps indicated in our student performance data.

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices, including: lesson design, lesson studies, cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the school year.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$9,000.20	09800-1192	To support the Math achievement of all students in grades TK-5 will participate in Professional Learning Communities to analyze student data, monitor student progress and modify instructional	Teacher engagement, agency, and growth in implementation of pedagogical practices that provide access to and build conceptual knowledge and math skills for student.	N/A	None.

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				practices as needed.			
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	To support the Math achievement of all students in grades TK-5.	Teacher engagement, agency, and growth in implementation of pedagogical practices that provide access to and build conceptual knowledge and math skills for student.	N/A	None.

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Computer Tech Hourly.

To support all students in grades TK-5 in Math, the computer technical will provide occasional support in the computer lab in order for students gain meaningful experience in preparation for online assessments in Math as prescribed by the Benchmark Advance curriculum and the CAASP Math.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Tech Professional OTBS Hrly	--	--	09800-2455	To support all students in grades TK-5 with		Position Not Filled	Allocate funding to another expenditure

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				technological skills needed to perform Math assessments online.			
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Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 5

***Strategy/Activity - Description**

Computer Tech.

To support all students who are English Learners in grades TK-5 in ELA, the computer technical will provide occasional support in the computer lab in order for students gain meaningful experience in preparation for online assessments in ELA as prescribed by the Benchmark Advance curriculum and the CAASP ELA.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Tech Professional OTBS Hrly	--	--	09800-2455	To support all students who are Els in grades TK-5 with technological skills needed to perform ELA & Math assessments online.		Position Not Filled	Allocate funding to another expenditure

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 4

***Strategy/Activity - Description**

Professional Development & Breakthrough Coaching - ELA and Math
 All teachers in grades TK-5 and Special Education Resource Specialists, will receive targeted ongoing professional learning and breakthrough coaching in ELA to support all students. The professional learning focus includes is targeted to sustain the closure of the achievement gap in Horton students' ELA and Math proficiency. The professional development plan includes a structured, gradual release of responsibility that enables teachers to engage in collaboration, planning, with colleagues and administrative leadership. This plan includes Day 1: professional development in the Balanced Literacy Framework with a focus on differentiated instruction AND math with a math focus routines and number talks ; Day 2: demonstration lesson with current students; Day 3: Side-by side co-teaching with teachers and coach/principal; Day 4: Teacher engage safe practice with feedback from coach/principal. Focused observations will be facilitated with a clear focus that is aligned with teachers' new learning after a period of safe-practice. Teachers will also receive training on how to implement assessments online, create student performance data reports, and how to shift instruction after data analysis in Professional Learning Communities

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	To support closing the achievement gap and increase the graduation/promotion rate.	Teacher engagement, agency, and growth in implementation of pedagogical practices that provide access to and build literacy skills for students not meeting grade	N/A	None.

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	To support closing the achievement gap and increase the graduation/promotion rate.	level standards. Teacher engagement, agency, and growth in implementation of pedagogical practices that provide access to and build literacy skills for students not meeting grade level standards.	N/A	None.
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Note/Reminders (optional):

What are my leadership strategies in service of the goals?

I will monitor instructional content, student engagement by working with members of the Integrated Multi-Tiered System of Support (IMTSS) team to ensure that the following are in place at the school:

- A guaranteed and viable curriculum in every classroom.
All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice.
- Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All staff knows students' learning needs and can recognize if instruction is impacting learning.

I will monitor student learning and provide appropriate support to ensure teachers:

- Develop and fine tune a comprehensive assessment system.
Implement three- to six-week data cycles in an effort to closely monitor student mastery of standards throughout the year.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Ensure that reteach and reassessment opportunities are provided to students.

- Ensure that all students have access to rigorous and standards-based lessons

With the IMTSS team, I will continue implement targeted professional learning and implementation of the learning by focusing on creating a collaborative risk-taking environment for teachers and students. I will lead the instructional leadership team and align systems and structures for cultivating teacher leadership. I will ensure the following takes place at the school:

- Data from classroom observations and common assessments will be used to inform professional learning opportunities.
- Identify teacher's practices and develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
- The school's focus, common pedagogy, professional learning, and teacher collaboration is evident in all classrooms.