

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT HORTON ELEMENTARY SCHOOL

2022-23

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
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *January 24, 2023*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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



2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Horton Elementary PHONE: 619-344-3700 FAX: 619-344-3749
SITE CONTACT PERSON: Danielle Garegnani E-MAIL ADDRESS: dgaregnani@sandinet

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

- Title I Schoolwide Programs (SWP) [checked] CSI School [unchecked] ATSI School [checked]

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

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

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

- English Learner Advisory Committee (ELAC) Date of presentation: 10/3/22
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:

- 1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/4/22

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

Danielle Garegnani
Type/Print Name of School Principal

[Signature] 10/4/22
Signature of School-Principal / Date

Julie Erikson
Type/Print Name of SSC Chairperson

[Signature] 10/4/22
Signature of SSC Chairperson / Date

Mercedes Almeida
Type/Print Name of ELAC Representative

Mercedes Almeida
Signature of ELAC Representative / Date

[Signature]
Type/Print Name of Area Superintendent

[Signature] 10/06/22
Signature of Area Superintendent / Date

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

One October 7th 2022

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

This School Plan for Student Achievement fulfills the requirements of the school-wide Title 1 Program as well as an ATSI 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 cultivate a safe, inclusive, welcoming, supportive, and collaborative learning environment for all stakeholders within the Horton community.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

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 2021-2022, stakeholders were involved in the 2022-2023 budget development process via SSC, ELAC, ILT, and staff meetings. Due to the COVID-19 pandemic, school closures, there was less participation with other stakeholders with the 2022-2023 budget due to the meetings being on zoom. On 10/25/2021, the SSC voted to approve the goals and action steps for the 2021-2022 SPSA. During the 2021-2022 school year, various stakeholders met to review data, monitor goals, and provide input around the student progress. Due to the high rate of pandemic related absences, especially during the winter months of the 2021-2022 school year, strategies for acceleration and intervention were discussed throughout the winter and spring of 2022 to implement for the 22-23 school year.

BUDGET PHASE- JAN-FEB 2022

On 1/10/2022 and 2/7/2022, Horton's ILT met to discuss budget priorities based on student data for the 2022-2023 school year. Between 1/10/22-2/7/22, ILT members met with grade level teams to gather input, share data, and discuss priorities for the 22-23 budget priorities. All staff provided input electronically around budget priorities between 1/27-2/5/2022. Horton families provided input and feedback electronically around budget priorities between 1/27-2/5/2022. ILT gave input on final budget and resource expenditures on 2/7/2022. SSC provided feedback for the SPSA evaluation and budget priorities electronically between 1/19/22-2/5/22. SSC met to approve the budget for 2021-22 based on current data and staff and community input on 2/22/2022.

GOAL PHASE- FALL 2022

On 10/3/22, Horton's ELAC was presented the 22-23 SPSA. ELAC reviewed, gave input, and approved the 22-23 SPSA. On 10/4/2022, Horton's SSC reviewed and approved the final SPSA for 2022-2023.

RESOURCE INEQUITIES

Horton's root cause analysis involved historic data trends across student groups which included examining results from CAASPP, California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the SPSAs from 2020-2022. An analysis of the student groups (3rd-5th) from 2019 CAASPP results compared to the 2022 CAASPP indicate a decline in academic achievement in the area of ELA and Math.

The 2020-2021 school year focused on supporting and sustaining student's academic proficiency during the COVID-19 pandemic, while the 2021-2022 school year focused on accelerating learning across content areas and addressing students' social-emotional needs and addressing pandemic related trauma. As a result of the achievement data, related to the COVID-19 pandemic and learning loss due to pandemic related absences, there are inequities in the areas of ELA and Math.

To support student progress in both ELA and Math, professional development and PLC work will focus on accelerating learning in response to learning loss as a result of the majority of the 20-21 year's online learning, which was not an optimal environment for Horton's students, and the high absenteeism rates from the 21-22 school year.

Professional learning 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; administering common assessments, including FAST reading, Fountas & Pinnell reading levels, and the DEMI; FAST; building capacity around and engaging in common formative assessment practices (for all TK-5th grade students); and monitoring student progress together as a grade-level team with frequency.

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 includes both Integrated and Designated ELD components and strategic support for students with disabilities.

TK-2nd grade teachers will continue to implement effective literacy practices that foster students independence and agency with the support of SDUSD's Literacy Acceleration Plan through the ongoing literacy work. Professional learning and PLC work in Math will continue to focus on the implementation of our pilot math program (GVC), Illustrative Math, and strengthening math routines and number talks, through SDUSD's San Diego Enhanced Mathematics initiative.

Based on Chronic Absenteeism data, there are also inequities in the areas of chronic absenteeism. Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Local measures data (Hoonuit) from the 2021-2022 school year indicate the overall school chronic absenteeism rate reached 66%. 98% of Horton's student population is considered socioeconomically disadvantaged. Horton has historically had higher than average chronic absenteeism rates; however the COVID-19 pandemic continues to adversely impact and/or disrupt continuity for students and their access to continuous and reliable high-quality Tier I instruction.

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The school community has put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff work collaboratively and closely with the principal, school counselor, and certificated staff to monitor attendance and social-emotional needs. The Attendance Assistant monitors 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. Increased efforts around 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. The school attendance team, led by the School Counselor works to address students' social-emotional and behavior needs. Students will have a venue to practice and apply coping and executive functioning skills. In addition, the Counselor works 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 school wide to cultivate a positive school culture for all stakeholders. Based on this analysis of data, the focus of our school plan as reflected in the 2022-2023 SPSA, will be to accelerate learning of students in response to student academic and social emotional needs as we continue to mitigate the impact the COVID-19 pandemic has had on our school community.

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. Sonya Byrd/Evans	Parent Representative
8. Kathy Soyinthisane	Parent Representative
9. Martha Tapia	Parent Representative
10. Alejandra Torres	Parent Representative

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

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

Call to Action Belief Statement

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

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

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

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, which creates missed opportunities for instruction.

All students returned to in-person instruction in the 2021-2022 school year. However, due to factors related to the COVID-19 pandemic (high rates of infection due to the new variants, isolation and quarantine protocols, etc.) chronic absenteeism remained high and continues to impact the Horton community.

To support student engagement and decrease chronic absenteeism, we have tiered intervention support at the grade level, classroom level, and student level. We meet regularly as an attendance team (counselor, attendance assistant, school nurse, and principal) to discuss students who are in need of outreach, to monitor student attendance and engagement data, and to plan for intervention supports.

Title I funds are used to support students with chronic absenteeism via a full-time school counselor and an attendance assistant. The counselor provides social-emotional and behavioral support to students, as well as supports attendance monitoring and family outreach.

***Major Differences**

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

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

In September 2021, the district funded an additional day (.2 FTE) of counseling time. Horton's SSC voted to increase the site-funded portion of the the counselor to three days (.6 FTE), so that Horton would have a full time counselor (.4 district funded, .6 site funded). Due to staffing shortages in the 21-22, Horton was unable to secure a guidance assistant. As a result, the SSC voted mid-year, after data and needs analysis, to fund a second full-time counselor.

*Changes

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

For the 22-23 school year, Horton will continue to fund a full-time counselor. We will also fund a non-classroom teacher who will support student enrichment rotations while classroom teachers are released for PLC work that focuses on multiple tiered systems of support (MTSS) including student engagement and absenteeism. The non-classroom teacher will also provide Tier 2 push-in literacy and math instruction to support students who are not at grade level, including students who are chronically absent.

*Identified Need

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Local measures data from the 2021-2022 school year has been used to identify school needs. SDUSD's

According to Hoonuit data (2021-2022), the overall school chronic absenteeism rate is 66%.

Chronic Absenteeism Rates (subgroups):

- African American students = 32% (12 students)
- English Learners = 70% (145 students)
- Hispanic students = 70% (238 students)
- Students with disabilities = 75% (42 students)
- Students who are homeless = 73% (112 students)
- Socioeconomically Disadvantaged= 66% (271 students) (Over 98% of the Horton student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.)

According to Hoonuit data (2021-2022), Horton's suspension rate is 1.9% (1.5% in-school/ .4% out-of-school) (7 students total)

Suspension Rates (subgroups):

- African American students = 0% (0 students)
- English Learners = 1.2% (5 students)
- Hispanic students = 1.7% (7 students)
- Students with Disabilities = .5% (2 students)

CORE SEL and California Healthy Kids Survey (indicators):

Spring 2022 CORE SEL- (Grades 4-5)- responded favorably (almost always/often)

- School Culture & Climate= 56.4 %
- Growth Mindset= 74.5%
- Self Management= 60.9%
- Self Efficacy= 60.9%
- Social Awareness= 50%

2021-2022 School Climate Indicators- (CHKS- Grade 5)

- School Connectedness=59%
- Academic Motivation=76%
- Caring Relationships=73%
- High Expectations=78%
- Meaningful Participation=59%
- Perceived School Safety=55%
- Low Violence=70%
- Fairness=71%
- Rule Clarity=68%
- Social Emotional Learning Supports=76%
- Anti-Bullying Climate=79%
- Positive Behavior=85%
- Parent Involvement in Schooling= 71%
- Facilities Upkeep= 61%

According to the 2021-2022 California School Parent Survey (CSPS),the average parent involvement rate is 21% (with the response of “strongly agree” "agree" in each of the indicators (see below). Over 50% (211 of parents within our student population of 404 students) completed the survey in May 2022.

Parent Involvement (indicators):

- Promotion of parental involvement= 58% (strongly agree)
- School encourages me to be an active partner with the school in educating my child = 93% (strongly agree/agree)
- School actively seeks the input of parents before making important decisions = 93% (strongly agree/agree)
- Parents feel welcome to participate at this school = 92% (strongly agree/agree)
- Communication with parents about school=60% (strongly agree/very well)

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Decrease the overall school wide chronic absenteeism rate.	65%	38%	Chronic Absenteeism	Annual

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	TK-5	Decrease the overall school wide suspension rate, in-school and out of school.	2%	1%	Suspension	Annual
June 2023	5	Increase Student Positive Perception (always/most of the time) of School Connectedness	59%	70%	CAL-SCHLS (CHKS)	Annual
June 2023	5	Increase Student Positive Perception (always/most of the time) of Meaningful Participation	59%	70%	CAL-SCHLS (CHKS)	Annual
June 2023	5	Increase Student Positive Perception (always/most of the time) of Anti-Bullying Climate/School Safety	55%	70%	CAL-SCHLS (CHKS)	Annual
June 2023	4-5	Increase student favorable responses to Social Awareness on the CORE SEL.	47%	60%	Other (Describe in Objective)	2x year
June 2023	4-5	Increase student favorable responses to Culture/Climate on the CORE SEL.	59%	70%	Other (Describe in Objective)	2x year

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	English Learner	Decrease chronic absenteeism rate	69%	40%	Attendance	Annually

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate	70%	40%	Attendance	Annually
June 2023	TK-5	Homeless/Foster	Decrease chronic absenteeism rate	72%	44%	Attendance	Annually
June 2023	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate	65%	38%	Attendance	Annually
June 2023	TK-5	Black or African American	Decrease chronic absenteeism rate	23%	13%	Attendance	Annually
June 2023	TK-5	Students with Disabilities	Decrease chronic absenteeism rate	76%	45%	Attendance	Annually
June 2023	TK-5	English Learner	Decrease the overall school wide suspension (in-school and out of school) rate.	1.2%	.5%	Suspension	Annually
June 2023	TK-5	Hispanic or Latino	Decrease the overall school wide suspension rate.	1.7%	1%	Suspension	Annually
June 2023	TK-5	Socioeconomically Disadvantaged	Decrease the overall school wide suspension rate.	1.7%	1%	Suspension	Annually
June 2023	TK-5	Students with Disabilities	Decrease the overall school wide suspension rate.	.5%	0%	Suspension	Annually
June 2023	TK-5	Black or African American	Decrease the overall school wide suspension rate.	0%	0%	Suspension	Annually

Supporting Black Youth - Additional Goals

- ✓ 1. Horton's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity

- goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Horton is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Horton’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
 - ✓ 3. In the 2022-23 school year, Horton will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
 - ✓ 4. Horton will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
 - ✓ 5. Horton’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
 - ✓ 6. Horton will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
 - ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
 - ✓ 8. Horton will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy/Activity 1 COUNSELING SUPPORT

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

All students in grades TK-5

***Strategy/Activity - Description**

COUNSELOR

The Counselor will work collaboratively with students, parents, the principal, 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 other support staff. Trauma-informed practices are at 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 member 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 ILT and 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.

The counselor also provides SEL-based lesson to support students to acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. During the counselor-led lessons, teachers are released to meet in PLCs that focus on MTSS in order to analyze student data, discuss attendance, academic, social-emotional, and behavioral needs of identified students and plan for implementation of intervention support.

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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
- school wide celebrations for monthly attendance
- end of the year incentives for perfect attendance
- school participation with partnerships with community organizations that have programs that promote school attendance

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01491O	School Counselor	0.30000	\$26,862.90	\$39,252.38	0149-30100-00-1210-3110-0000-01000-3999	Title I Basic Program	[no data]		provide Tiered supports to support chronic absenteeism and social-emotional learning, and parent outreach
F01491P	School Counselor	0.30000	\$26,862.90	\$39,252.38	0149-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		provide Tiered supports to support chronic absenteeism and social-emotional learning, and parent outreach

Strategy/Activity 2 ATTENDANCE SUPPORT

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

All students in grades TK-5

***Strategy/Activity - Description**

ATTENDANCE ASSISTANT

The Attendance Assistant will work collaboratively with the principal, counselor, 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 resources.

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
- school wide celebrations for monthly attendance
- end of the year incentives for perfect attendance

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-school participation with partnerships with community organizations that have programs that promote school attendance

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01491Q	Attendance Asst	0.10000	\$3,374.90	\$7,076.20	0149-30100-00-2404-3130-0000-01000-0000	Title I Basic Program	[no data]		To monitor and provide follow up and outreach for attendance and chronic absenteeism.
F01491R	Attendance Asst	0.20000	\$6,749.80	\$14,152.38	0149-30106-00-2404-3130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		To monitor and provide follow up and outreach for attendance and chronic absenteeism.

Strategy/Activity 3- PLC SUPPORT

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

All students in grades TK,K,3,4,5

***Strategy/Activity - Description**

Professional Learning Communities focused on MTSS- VAPA AEP PROGRAM
 All teachers in grades TK-K and 3-5, the Special Education Resource Specialist, the counselor, and in-school resource teacher will participate in 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01496Y	Interprogram Svcs/VAPA		\$13,500.00	\$13,500.00	0149-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		VTs provide release time for teachers to engage in PLC focused on MTSS for student engagement

Strategy/Activity 4- INSTRUCTIONAL SUPPLIES AND MATERIALS

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

Students TK-5

***Strategy/Activity - Description**

Instructional supplies and materials to implement social-emotional instruction and lessons, such as read aloud trade books, and materials and supplies to support implementation of SEL curriculum.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N014976	Supplies		\$1,495.00	\$1,495.00	0149-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		supplies to support social emotional teaching (such as trade books, pencils, notebooks, crayons)
N01497E	Supplies		\$839.00	\$839.00	0149-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		supplies to support social emotional teaching (such as trade books, pencils, notebooks, crayons)
N0149AL	Supplies		\$10,000.00	\$10,000.00	0149-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		supplies to support social emotional teaching (such as trade books, pencils, notebooks, crayons)

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

Call to Action Belief Statements

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

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

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

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities. **Access:** Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

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

Due to the COVID-19 pandemic during the 21-22 school year, student opportunities for instruction were impacted as a result of pandemic related absences. At Horton, ELA instruction is implemented by teachers who participate in ongoing Professional Learning Communities and strategic professional learning. Title I funds are used to support ELA instruction via an In-school Resource Teacher, retired reading intervention teachers, a non-classroom teacher, and by providing teachers release time to participate in PLC work and professional development that focuses on literacy instruction. Professional learning and PLC work in literacy is centered around a balanced literacy framework, as well as the implementation of the GVC through a balanced literacy approach to provide targeted instruction and supports for all students to ensure teachers are able to effectively deliver this curriculum consistently across all classrooms. All grade levels use PLC time to analyze literacy formative and summative assessment data, plan small group differentiated instruction based on identified student needs, and plan for implementation of their professional learning.

Mathematics instruction is implemented by teachers who participate in ongoing Professional Learning Communities and strategic professional learning. Title I funds are used to support math instruction via an In-school Resource Teacher, a non-classroom teacher, and by providing teachers release time to

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

participate in PLC work and professional development that focuses on math instruction. Professional learning and PLC work in math is centered around the San Diego Enhanced Mathematics district initiative, as well as the implementation of the GVC Illustrative Mathematics. Professional learning and PLC work focus on targeted instruction and supports for all students to ensure teachers are able to effectively deliver this curriculum consistently across all classrooms. All grade levels use PLC time to analyze math formative and summative assessment data, plan whole group and small group differentiated instruction based on identified student needs, and plan for implementation of their professional learning.

***Major Differences**

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

No major differences

***Changes**

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

For the 22-23 school year, Horton will fund a non-classroom teacher position to work collaboratively with classroom teachers and support staff to support student achievement. The non-classroom teacher will provide direct support to students via small group Tier 2 literacy and mathematics instruction. The non-classroom teacher will also support Horton's PLC structure. Classroom teachers are released together on a weekly basis to meet in PLCs that focus on literacy, mathematics, and MTSS for students, including English Learners, Students with Disabilities, and our Black Youth, in order to analyze student data, discuss and plan for implementation of intervention support in literacy and mathematics. While teachers are released, the non-classroom teacher provides enrichment lessons in Health, PE, Science, and VAPA to all students in a rotation schedule.

***Identified Need - English Language Arts**

The 2022 CAASPP data indicate that Horton students are below standard in ELA, with only 21% of students performing at or above grade level, with English learners and Students with Disabilities performing significantly below grade level. Similarly, the K-2 reading levels also indicate that less than 30% of students are reading at grade level. There is a need to continue to focus on literacy instruction to support ELA achievement and accelerate student learning related to pandemic learning loss, in order to close the achievement gap of our students at a sustainable, gradual, and incremental rate.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	21%	35%	CAASPP ELA	Annually
June 2023	3	Increase the percentage of	10.9%	48%	CAASPP ELA	Annually

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		students meeting and exceeding grade level standards.				
June 2023	4	Increase the percentage of students meeting and exceeding grade level standards.	24.6%	30%	CAASPP ELA	Annually
June 2023	5	Increase the percentage of students meeting and exceeding grade level standards.	26.9%	38%	CAASPP ELA	Annually
June 2023	3-5	Increase the percentage of students scoring in the Advanced or Low Risk Benchmark.	34%	48%	FAST aReading	3x/year
June 2023	K-2	Increase the percentage of students performing at or above grade level in reading- Fountas & Pinnell	29%	43%	Fountas and Pinnel	3x/year

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	7.4%	20%	CAASPP ELA	Annually

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June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	18.2%	30%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	3%	18%	CAASPP ELA	Annually
June 2023	3-5	Homeless/Foster	Increase the percentage of students meeting and exceeding grade level standards.	20%	30%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students scoring in the Advanced or Low Risk Benchmark.	8%	20%	FAST aReading	3x/year
June 2023	3-5	English Learner	Increase the percentage of students scoring in the Advanced or Low Risk Benchmark.	15%	28%	FAST aReading	3x/year
June 2023	3-5	Black or African American	Increase the percentage of students scoring in the Advanced or	73%	85%	FAST aReading	3x/year

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			Low Risk Benchmark.				
June 2023	K-2	English Learner	Increase the percentage of students performing at or above grade level in reading-Fountas & Pinnell	15%	30%	Fountas and Pinnel	3x/year
June 2023	K-2	Students with Disabilities	Increase the percentage of students performing at or above grade level in reading-Fountas & Pinnell	7%	20%	Fountas and Pinnel	3x/year
June 2023	K-2	Black or African American	Increase the percentage of students performing at or above grade level in reading-Fountas & Pinnell	50%	63%	Fountas and Pinnel	3x/year

***Identified Need - Math**

The 2022 CAASPP data indicate that Horton students are below standard in Math with only 10% of students performing at or above grade level, with a significant number of English learners and Students with Disabilities performing below grade level. Similarly, only 25% of students in K-2 are performing at grade level in mathematics. The spring 2022 DEMI data indicate that students in grades 3-5 demonstrated proficiency and above across mathematical domains: 54 % of students demonstrated proficiency and above in the knowledge domain; 42% of students demonstrated proficiency and above in the application domain; and 44% of students demonstrated proficiency and above in the communication domain. We need to maintain the proficiency levels and gradually and incrementally increase proficiency for the remaining students who are not yet demonstrating proficiency across the math domains. There is a need to continue to focus on mathematics instruction to support math achievement and accelerate student learning related to pandemic learning loss, in order to close the achievement gap of our students at a sustainable, gradual, and incremental rate.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	10%	25%	CAASPP Math	Annually
June 2023	3	Increase the percentage of students meeting and exceeding grade level standards.	16%	30%	CAASPP Math	Annually
June 2023	4	Increase the percentage of students meeting and exceeding grade level standards.	7%	30%	CAASPP Math	Annually
June 2023	5	Increase the percentage of students meeting and exceeding grade level standards.	7%	20%	CAASPP Math	Annually
June 2023	K-2	Increase the percentage of students who fall into the Advance/Low Risk Benchmark of FAST aMath	25%	38%	FAST aMath	3x/year
June 2023	3-5	Increase the percentage of students proficient or above in the three mathematics domains: knowledge, application, communication	Knowledge-54%; Application-42%; Communication-44%	Knowledge-65%; Application-55%; Communication-58%	DEMI	2x/year

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

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By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students proficient or above in the three mathematics domains: knowledge, application, communication.	Knowledge-41%, Application-30%, Communication-40%	Knowledge-55%, Application-42%, Communication-52%	DEMI	2x/year
June 2022	3-5	Black or African American	Increase the percentage of students proficient or above in the three mathematics domains: knowledge, application, communication	Knowledge-73%, Application-64%, Communication-36%	Knowledge-85%, Application-76%, Communication-50%	DEMI	2x/year
June 2023	3-5	Students with Disabilities	Increase the percentage of students proficient or above in the three mathematics domains: knowledge, application, communication	Knowledge-11%, Application-16%, Communication-32%	Knowledge-25%, Application-30%, Communication-45%	DEMI	2x/year
June 2023	K-2	English Learner	Increase the percentage of students who fall into the Advance/Low Risk	16%	30%	FAST aMath	3x/year

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			Benchmark of FAST aMath				
June 2023	K-2	Black or African American	Increase the percentage of students who fall into the Advance/Low Risk Benchmark of FAST aMath	27%	40%	FAST aMath	3x/year
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	2%	17%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	0%	15%	CAASPP Math	Annually
June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	9%	24%	CAASPP Math	Annually

***Identified Need - English Learners**

English Learner students make up 48.8% of the overall student population. State English Learner data show that 15% of Horton's English learners are at or above grade level proficiency in English Language Arts, and 2% are at or above grade level proficiency in Mathematics. 2022 Spring ELPAC data show that 23% of Horton's English Learners progressed at least one overall proficiency level. Horton's 2021-2022 reclassification rate was 9%, and 58% of Horton's English learners are considered "at risk" for becoming a Long Term English Learner (LTEL). The data show that there is a need to continue to focus on English language and academic language development instruction to support achievement and accelerate student learning related to pandemic learning loss, in order to close the achievement gap of our English learner students at a sustainable, gradual, and incremental rate.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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June 2023	K-5	English Learner	Increase the percentage of students who reclassify to Fluent English proficient	9%	20%	Reclassification Rates	Annually
June 2023	3-5	At risk of LTEL	Decrease the percentage of students who are or are at-risk of being a Long Term English Learner (LTEL)	58%	40%	Summative ELPAC	Annually
June 2023	K-5	English Learner	Increase the percentage of students who increase proficiency by 1 or more performance levels on the ELPAC summative assessment	23%	50%	Summative ELPAC	Annually

***Identified Need - Graduation/Promotion Rate**

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard, including Chronic Absenteeism data. Local measures data from the 2021-2022 school year has been used to identify school needs. According to Hoonuit data (2021-2022), the overall school chronic absenteeism rate is 66%. In 21-22, kindergarten students had a 77% chronic absenteeism rate. Third grade students had a 69% chronic absenteeism rate, and 5th grade students had a 56% chronic absenteeism rate. School attendance is correlated with higher dropout rates and lower graduation rates. The data show that there is a need to increase daily student attendance and decrease chronic absenteeism at a gradual, incremental and sustainable rate in order to support student academic growth and progress.

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K	Decrease the percentage of	77%	39%	Absenteeism	Annually

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		students chronically absent				
June 2023	3	Decrease the percentage of students chronically absent	69%	31%	Absenteeism	Annually
June 2023	5	Decrease the percentage of students chronically absent	56%	18%	Absenteeism	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K	English Learner	Decrease the percentage of students who are chronically absent	61%	23%	Absenteeism	3x/year
June 2023	K	Students with Disabilities	Decrease the percentage of students who are chronically absent	50%	12%	Absenteeism	3x/year
June 2023	K	Black or African American	Decrease the percentage of students who are chronically absent	33%	0%	Absenteeism	3x/year

Strategy/Activity 1-INSTRUCTIONAL SUPPORT FOR ALL STUDENTS

*Students to be served by this Strategy/Activity

All students in TK-5

*Strategy/Activity - Description

To support all students in ELA, Mathematics, English Learner achievement and Graduation/Promotion rates, Horton implements the following strategies:

- In School Resource Teacher**-The In-school Resource Teacher supports all students and teachers through collaboration to positively impact teacher effectiveness. The RT helps classroom teachers in planning and implementing differentiated instruction and supports for students (Tier 1/Tier 2 instruction).The RT provides direct supplemental instruction (Tier 2) to individual and small groups of students, including English learners, Students with Disabilities, and our Black Youth, and supports professional development (plan, organize, and facilitate) in both ELA and Math. The RT works

directly with community partners, students, and families to enhance the school's instructional program, to 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.

2. Non-classroom Teacher-The Non-classroom Teacher works collaboratively with classroom teachers and support staff to support student achievement by providing direct Tier 2 student support to students, including English learners, Students with Disabilities, and Black Youth through push-in and pull out literacy and math intervention support to small groups. The non-classroom teacher also provides additional Tier 2 Designated ELD instruction for English learner students. The non-classroom teacher also assists classroom teachers in 1-1 literacy and math summative assessments. In addition to direct supplemental support to students, the non-classroom teacher supports Horton's PLC structure by providing enrichment lessons in Health, PE, Science, and VAPA to all students in a rotation schedule. During the rotation lessons, teachers are released to meet in PLCs that focus on literacy, mathematics, and MTSS for students, including English Learners, Students with Disabilities, and Black Youth, in order to analyze student data, discuss and plan for implementation of intervention support in literacy and mathematics.

3. School Counselor-The Counselor supports students' social and emotional well-being and needs. The Counselor assists staff and families with resources and information related to supporting the academic and social emotional and behavioral needs of students. The Counselor leads the monitoring of the MTSS process at Horton, facilitates meetings, and provides input to staff for tiered intervention that specifically relate to SEL, absenteeism, and tiered academic interventions. 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 ILT 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 and lunchtime when most needed by students. In addition, the counselor also provides instruction of SEL-based curriculum to support students, including Black Youth, English Learners and Students with Disabilities to acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. During the counselor-led lessons, teachers are released to meet in PLCs that focus on literacy, mathematics, and MTSS for students, including English Learners, Students with Disabilities, and Black Youth, in order to analyze student data, discuss attendance, academic, social-emotional, and behavioral needs and plan for implementation of intervention support.

4. Reading Intervention Support Retired Literacy Support Teachers-Students who are below grade level reading proficiency in grades K-5 receive Tier 2 small group reading intervention instruction with the support of retired teachers. Students, including English learners, Students with Disabilities, and our Black Youth, 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, Fountas and Pinnell Leveled Literacy Intervention program, is implemented. English learners who are below grade level proficiency in grades 1-5 receive small group reading intervention support by retired teachers. Retired teachers will provide Tier II small group instruction for at risk English Learners by implementing the Leveled Literacy Intervention (LLI) Program by Fountas and Pinnell. Specifically, they will focus in the area of literacy; foundational skills, phonics/word work, reading fluency, reading comprehension and writing.

5. Professional Learning Communities-VAPA AEP Program for PLC release-All teachers in grades TK-K and 3-5, the Special Education Resource Specialist, the counselor, and in-school resource teacher will participate in monthly PLCs to support literacy and math instruction, and the MTSS process. During PLCs, teachers discuss Tier 1 and Tier 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. VAPA AEP Visiting teachers are essential for classroom teachers to be released from their classrooms to participate in PLCs with

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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.

6. Contracted Services for Mathematics- All TK-5 teachers and Special Education Resource Specialists receive targeted ongoing professional learning, side-by-side coaching, and PLC support for effective implementation of the San Diego Enhanced Mathematics Initiative. The professional learning plan includes a structured and gradual release of responsibility that enables teachers to engage in collaboration, planning, and data analysis and administration to effectively implement the GVC, Illustrative Mathematics, in order to shift instructional practice to meet the academic needs of students.

7. Visiting Teachers-Teacher release for assessment, PLC, and professional learning-All teachers in grades TK-5 and Special Education Resource Specialists participate in supplemental PLCs. Included in this work is strategic implementation of professional learning and student data analysis on an ongoing basis throughout the school year. Professional learning in literacy focuses on literacy acceleration through a balanced literacy framework, as well as the implementation of the GVC through a balanced literacy approach in order to improve student academic outcomes as indicated in our student performance data. Professional learning in mathematics centers around the implementation of our GVC, Illustrative Mathematics, through the approach as outlined in SDUSD's San Diego Enhanced Mathematics initiative. All Grade Levels will use PLC time to analyze literacy and math assessment data 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.

8. Professional Development Teacher Hourly for PD/PLC work- Teachers are provided additional time to plan, collaborate, engage in PLC work and professional learning outside of contract hours in order to implement effective literacy and mathematics instruction. All Grade Levels will use PLC time to analyze literacy and math assessment data and plan small group instructional interventions based on identified student needs.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01491S	Inschool Resource Tchr	0.90000	\$89,024.40	\$128,241.65	0149-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		support students in Tier 2 instruction, professional learning support, PLC support
F01491T	Inschool Resource Tchr	0.10000	\$9,891.60	\$14,249.09	0149-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		support students in Tier 2 instruction, professional learning support, PLC support
N014933	Contracted Svcs Less Than \$25K		\$24,000.00	\$24,000.00	0149-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		support/provide professional learning, PLC, and coaching support in mathematics
N01495R	Retired Clsrm Teacher Hrly		\$8,076.89	\$9,999.99	0149-09800-00-1189-1000-	LCFF Intervention Support	English Learners,		Provide Tier 2 literacy intervention support

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					1110-01000-0000		Foster Youth, Low-Income		
N01499R	Prof&Curriclm Dev Vist Tchr		\$10,096.12	\$12,500.00	0149-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide release time for PLC, professional learning and assessment
N0149AV	Prof&Curriclm DevHrlyClstrmTchr		\$8,076.89	\$9,999.99	0149-09800-00-1170-2140-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Hourly time for planning/collaboration, professional learning, PLC work
N0149B1	Retired Clstrm Teacher Hrly		\$24,230.68	\$30,000.00	0149-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	[no data]		Provide Tier 2 literacy intervention support
N0149B2	Retired Clstrm Teacher Hrly		\$16,153.78	\$19,999.99	0149-30106-00-1189-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Provide Tier 2 literacy intervention support
N0149B3	Prof&Curriclm DevHrlyClstrmTchr		\$323.08	\$400.01	0149-30100-00-1170-2140-0000-01000-0000	Title I Basic Program	[no data]		Hourly time for planning/collaboration, professional learning, PLC work
N0149B4	Prof&Curriclm DevHrlyClstrmTchr		\$484.81	\$600.24	0149-30106-00-1170-2140-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Hourly time for planning/collaboration, professional learning, PLC work
N0149B8	Prof&Curriclm Dev Vist Tchr		\$2,019.22	\$2,500.00	0149-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide release time for PLC, professional learning and assessment
	School Counselor				0149-30100-00-1210-3110-0000-01000-3999	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F01491O	Provide SEL learning during PLC release
	School Counselor				0149-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F01491P	Provide SEL learning during PLC release
	Interprogram Svcs/VAPA				0149-30106-00-5738-1000-	Title I Supplmnt	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools,	Visiting teachers provide release time for teachers to engage in PLC work.

					1110-01000-1313	Prog Imprvmnt		Classrooms and District Ref Id : N01496Y	
Strategy/Activity 2- SUPPORTING STUDENT ACHIEVEMENT- INSTRUCTIONAL MATERIALS AND SOFTWARE									
*Students to be served by this Strategy/Activity									
All students in TK-5									
*Strategy/Activity - Description									
To support all students in ELA, Mathematics, English Learners, and Graduation/Promotion rates, Horton implements the following strategies:									
1. Instructional Materials & Supplies -Instructional materials and supplies such as student white boards, sentence strips, leveled reading books, literacy games, materials to make literacy centers, magnetic letters, lined paper with large spaces for handwriting, chart paper, and easels support literacy instruction in the areas of independent reading practice, shared reading, guided reading, interactive writing, language and word study. Instructional materials and supplies such as student white boards, sentence strips, math manipulatives, materials to make math centers, chart paper, and easels support math instruction in the areas of small group math instruction, math centers, number talks, mathematical routines, and independent practice.									
2. Software License to Support Reading Achievement - Supplemental reading program (Raz Kids) provides students additional opportunities to practice reading in school and at home. The program provides students with access to leveled text through an interactive learning portal, allowing them to practice reading skills and fluency.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0149B9	Software License		\$5,049.00	\$5,049.00	0149-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software such as Raz Kids to provide access to leveled texts to support independent reading at differentiated levels
	Supplies				0149-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N014976	Supplemental instructional materials and supplies such as white boards, sentence strips, magnetic letters, lined paper, etc. to support instruction in mathematics, literacy, and MTSS
	Supplies				0149-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N01497E	Supplemental instructional materials and supplies such as white boards, sentence strips, magnetic letters, lined paper, etc.

										to support instruction in mathematics, literacy, and MTSS
	Supplies				0149-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0149AL		Supplemental instructional materials and supplies such as white boards, sentence strips, magnetic letters, lined paper, etc. to support instruction in mathematics, literacy, and MTSS

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

Call to Action Belief Statement

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

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

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

Horton promotes active engagement for all families. According to the 2021-2022 California School Parent Survey (CSPS), the average parent involvement rate is 21% (with the response of "strongly agree" "agree" in each of the indicators. Over 50% (211 of parents within our student population of 404 students) completed the survey in May 2022. Parent involvement indicators include:

- School promotes parental involvement= 58% (strongly agree)
- School encourages families to be an active partner with the school in educating the child = 93% (strongly agree/agree)
- School actively seeks the input of parents before making important decisions = 93% (strongly agree/agree)
- Parents feel welcome to participate at this school = 92% (strongly agree/agree)
- School communicates with parents about school=60% (strongly agree/very well)

To increase parent perceptions, experiences and opportunities, we hold Family Fridays and additional parent workshops to incorporate more meaningful instructional activities for parents to do alongside their students, and also incorporate a teaching and capacity building aspect where parents learn High

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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. The counselor provides additional support to families through parent workshops that focus on social-emotional and academic learning to families. Furthermore, funds are allocated for staff to support parent engagement through ongoing communication and outreach efforts.

*Major Differences

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

Due to the COVID-19 pandemic, and safety and distancing protocols, certain strategies such as in-person workshops, Family Fridays, and other engagement events were not carried out in the 21-22 school year.

*Changes

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

Due to the lifting of COVID-19 pandemic restrictions for the 22-23 school year, family engagement in-person workshops, activities, and events will resume in the 22-23 school year.

*Identified Need

To support students in literacy, math, and science, there is a need to support parents in learning about 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.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Families will feel welcome and have the opportunity to participate in monthly meetings (SSC, SGT, ELAC) and other engagement events such as Family Fridays, Coffee with the Principal, Back to School Night, and Spring Open House.	91%	100%	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
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Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	Other (Describe in Objective)	Parents of TK-5 students will participate in a literacy, math or science co-teaching parent workshop to learn and implement High Impact Home Strategies.	N/A	40%	Meeting Attendance
June 2023	Other (Describe in Objective)	Parents of students in TK-5 will participate in parent-teacher conferences	68%	80%	Meeting Attendance

Strategy/Activity 1- SUPPORTING FAMILY ENGAGEMENT- SUPPLIES/MATERIALS

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

All TK-5 families

***Strategy/Activity - Description**

To foster and promote family engagement and to build families' capacity to engage with and support the academic achievement of their students, Horton implements the following strategies:

Supplies/Materials-Supplies and materials such as books, handouts, math manipulatives, workshop materials, etc are allocated to support parent engagement in Family Fridays and parent workshops and events.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01491N	Supplies		\$300.00	\$300.00	0149-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		materials and supplies such as books, handouts, math manipulatives, etc to support parent workshops and events

Strategy/Activity 2- SUPPORTING FAMILY ENGAGEMENT-CAPACITY BUILDING

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

All TK-5 families

***Strategy/Activity - Description**

To foster and promote family engagement and to build families' capacity to engage with and support the academic achievement of their students, Horton implements the following strategies:

Horton Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

1. **Contracted Service Providers-** Service providers build parent capacity by providing parent workshops and trainings around literacy, mathematics, and social-emotional learning for families
2. **Clerical Support-** Classified support staff provide outreach, translation for meeting, workshop and training documents, and interpretation services in Spanish and other languages during meetings, workshops, and trainings to allow access for families
3. **Paraprofessional hourly-** Paraprofessional staff provide childcare services during meetings, trainings, workshops, and other engagement activities so that families can fully engage in the event

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01492P	Clerical OTBS Hrly		\$349.61	\$479.01	0149-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	[no data]		provide outreach/communication and access to workshops/trainings via interpretation and translation
N0149B5	Other Nonclsrn PARAS Hrly		\$291.95	\$400.00	0149-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	[no data]		childcare provides opportunities families to attend workshops/trainings
N0149B6	Contracted Svcs Less Than \$25K		\$2,000.00	\$2,000.00	0149-30103-00-5853-1000-1110-01000-0000	Title I Parent Involvement	[no data]		contracted service providers to conduct parent workshops/trainings in social-emotional learning, literacy, and mathematics

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)	\$ 208,988
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)	\$ 386,286

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)	\$ 89,000
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 89,000

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)	\$ 88,298
[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): \$ 88,298

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 386,286

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Horton Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.1	\$9,891.60
Horton Elementary			3000 Benefits		0	\$4,357.49
Horton Elementary		Inschool Resource Tchr Total			0.1	\$14,249.09
Horton Elementary		(blank)	1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	0	\$8,076.89
Horton Elementary			1189 Retired Clstrm Teacher Hrly	Retired Clstrm Teacher Hrly	0	\$8,076.89
Horton Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$12,115.34
Horton Elementary			3000 Benefits		0	\$6,730.86
Horton Elementary			4301 Supplies	Supplies	0	\$10,000.00
Horton Elementary			5841 Software License	Software License	0	\$5,049.00
Horton Elementary			5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	0	\$24,000.00
Horton Elementary		(blank) Total			0	\$74,048.98
Horton Elementary	09800 LCFF Intervention Support Total				0.1	\$88,298.07
Horton Elementary	30100 Title I Basic Program	Attendance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.1	\$3,374.90
Horton Elementary			3000 Benefits		0	\$3,701.30
Horton Elementary		Attendance Asst Total			0.1	\$7,076.20
Horton Elementary			1109 Pull/Out Push In	Pull/Out Push In	0.9	\$89,024.40
Horton Elementary			3000 Benefits		0	\$39,217.25
Horton Elementary		Inschool Resource Tchr Total			0.9	\$128,241.65
Horton Elementary			1210 Counselor	Counselor	0.3	\$26,862.90
Horton Elementary			3000 Benefits		0	\$12,389.48
Horton Elementary		School Counselor Total			0.3	\$39,252.38
Horton Elementary		(blank)	1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	0	\$323.08
Horton Elementary			1189 Retired Clstrm Teacher Hrly	Retired Clstrm Teacher Hrly	0	\$24,230.68
Horton Elementary			3000 Benefits		0	\$5,846.25
Horton Elementary			4301 Supplies	Supplies	0	\$839.00
Horton Elementary		(blank) Total			0	\$31,239.01
Horton Elementary	30100 Title I Basic Program Total				1.3	\$205,809.24
Horton Elementary	30103 Title I Parent Involvement	(blank)	2451 Clerical OTBS Hrly	Clerical OTBS Hrly	0	\$349.61
Horton Elementary			2955 Other Nonclstrm PARAS Hrly	Other Nonclstrm PARAS Hrly	0	\$291.95
Horton Elementary			3000 Benefits		0	\$237.45
Horton Elementary			4301 Supplies	Supplies	0	\$300.00
Horton Elementary			5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	0	\$2,000.00
Horton Elementary		(blank) Total			0	\$3,179.01
Horton Elementary	30103 Title I Parent Involvement Total				0	\$3,179.01
Horton Elementary	30106 Title I Supplmnt Prog Imprvmnt	Attendance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.2	\$6,748.80
Horton Elementary			3000 Benefits		0	\$7,402.58
Horton Elementary		Attendance Asst Total			0.2	\$14,152.38
Horton Elementary			1210 Counselor	Counselor	0.3	\$26,862.90
Horton Elementary			3000 Benefits		0	\$12,389.48
Horton Elementary		School Counselor Total			0.3	\$39,252.38
Horton Elementary		(blank)	1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	0	\$484.81
Horton Elementary			1189 Retired Clstrm Teacher Hrly	Retired Clstrm Teacher Hrly	0	\$16,153.78
Horton Elementary			3000 Benefits		0	\$3,961.64
Horton Elementary			4301 Supplies	Supplies	0	\$1,495.00
Horton Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	0	\$13,500.00
Horton Elementary		(blank) Total			0	\$35,595.23
Horton Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				0.5	\$88,999.99

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Horton Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, **Horton Elementary** has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

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

Horton Elementary develops a written Title I parent & family engagement policy with input from Title I parents and staff via meetings and needs assessments.

It distributes the policy to parents of Title I students.

- *Emailed to parents via ClassDojo and email*
- *Back to School Night & Title 1 Parent Meeting*
- *SSC Meeting*
- *ELAC Meeting*

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how **Horton Elementary** school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

The Title 1 Parent Meeting is presented at Back to School Night. It is also presented at the School Site Council meeting.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child

care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

- *Monthly Family Friday events held in the morning*
- *Monthly SSC meetings*
- *Other family engagement activities such as Literacy, Mathematics, Science, and Art Night.*

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

The school involves parents through:

- *Monthly Family Friday meetings*
- *Monthly SSC meetings with public comment at the beginning of each meeting*
- *ELAC meetings 5x a year*

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

- *School Messenger phone messages and email in English and Spanish*
- *School and Classroom Class Dojo messages*
- *School website*
- *flyers*

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

- *Back to school and curriculum nights: Teachers provide an overview of grade-level standards and curriculum and assessment*
- *twice yearly parent-teacher conferences*
- *parent-teacher conferences upon request*
- *counseling and administration conferences upon request*
- *Parent workshops around literacy and math support*
- *Monthly Family Fridays*
- *monthly SSC meetings- members review student data and assessment outcomes*

- *ELAC meetings- members review student data and assessment outcomes*

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- *The school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their child. Parents may request a meeting with their child’s teacher via phone call, Class Dojo, email. In addition, parents have the opportunity to serve on or participate on various stakeholder committees such as SSC, ELAC, and SGT.*

e) If the schoolwide program (SWP) 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 (LEA). (20 U.S.C. § 6318[c][5])

- *Parent input throughout the year is shared at monthly SSC meetings, as well as staff meetings for input and recommendations for changes on the SPSA.*

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child’s progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- *Curriculum Night- teachers provide an overview of grade-level standards, curriculum, and assessment processes*
- *Twice-yearly parent-teacher conferences*
- *teacher conferences upon request*
- *parent workshops during Family Friday to support literacy and math*

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

- *Academic workshops in literacy and math*
- *Conferences with teachers, the counselor, resource teacher or administrator upon request*
- *books sent home with students*
- *Shared resources through academic websites/applications: RazKids, STMath, EPIC Books, Imagine Learning*
- *School Website*
- *Classroom online platforms- Google classroom*

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- *Parent-teacher conferences twice a year and as requested*
- *Monthly ELAC and SSC meetings*
- *Student and Family Engagement site committee*

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

- *Parent volunteer program- garden club, parent volunteer program*
- *UTK/Early Learning family engagement workshops*

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

- *All communications (written and spoken) provided in English and Spanish and other languages as needed*
- *Interpretation provided for meetings*
- *Meetings are held in person as well as virtual options*

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

- *Access to information/resources from support staff- health technician, administrator, school counselor, and school psychologist*

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, [Horton Elementary](#), to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- *All communications (written and spoken) provided in English and Spanish and other languages as needed*
- *Interpretation provided for meetings*

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact (2022-2023)
(Horton Elementary)

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

The school provides Title I, Part A parents and family members with opportunities to participate, materials and training to help them improve the achievement of their children by:

- *Back to School and 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/Family Friday events in which parents learn about*
- *Counseling workshops*
- *Parent-Teacher Conference twice yearly and as requested*

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- *Parent-Teacher Conferences twice yearly and as requested*

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

- *Communication between teacher, school staff and parents via School Messenger, Class Dojo, email, monthly newsletters*
- *Opportunities for daily interactions with families during Morning Meeting and dismissal*

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

- *Parent Room*
- *Classroom or Campus Volunteer program (Garden, Family Engagement Committee)*
- *Monthly Attendance & HAWKS Recognition*
- *Counseling Center*
- *Family Friday events*
- *Math, Literacy, Science, and Art Nights*

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

The school 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 by ensuring that:

- *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*

- *Communication between teacher, school staff and parents via School Messenger, Class Dojo, email, monthly newsletters*

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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

California Department of Education

Home / Testing & Accountability / Accountability / California School Dashboard and System of Support
/ School Dashboard Additional Reports and Data

Horton Elementary (San Diego, CA) San Diego Unified

[Return to Search](#)

Reporting Year:

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Yellow	None	None	Yellow	Yellow
English Learners	Red	Red	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	Orange	Orange	None	None	Yellow	Yellow
Socioeconomically Disadvantaged	Red	Yellow	None	None	Yellow	Yellow
Students with Disabilities	Red	Orange	None	None	Orange	None
African American	Red	Green	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Yellow	None	None	Yellow	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	199	25.1	221	20.4	225	20.0	190	33.2	181	21.0	-4.1	-12.2	211	16.1	224	20.1	226	16.8	190	23.2	183	9.8	-6.3	-13.4
Female	87	31.0	99	25.3	101	22.8	80	28.7	94	22.3	-8.7	-6.4	94	13.8	101	18.8	102	17.6	80	18.8	95	5.3	-8.5	-13.5
Male	112	20.5	122	16.4	124	17.7	110	36.4	87	19.5	-1.0	-16.9	117	17.9	123	21.1	124	16.1	110	26.4	88	14.8	-3.1	-11.6
African American	4	-	14	28.6	15	6.7	14	35.7	11	18.2	-	-17.5	7	-	16	12.5	15	6.7	14	14.3	11	9.1	-	-5.2
Asian	0	-	1	-	0	-	11	45.5	10	50.0	-	4.5	0	-	1	-	0	-	11	54.5	10	20.0	-	-34.5
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	176	24.4	183	19.1	193	18.7	163	32.5	151	18.5	-5.9	-14.0	184	16.3	184	20.7	194	15.5	163	22.1	153	9.2	-7.1	-12.9
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	3	-	0	-	0	-	0	-	-	-	3	-	3	-	0	-	0	-	0	-	-	-
White	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Multiracial	9	-	11	27.3	8	-	2	-	8	-	-	-	9	-	11	9.1	8	-	2	-	8	-	-	-
English Learner	103	6.8	110	2.7	132	5.3	104	17.3	87	8.0	1.2	-9.3	113	8.0	113	6.2	133	8.3	104	12.5	89	3.4	-4.6	-9.1
English-Speaking	96	44.8	111	37.8	93	40.9	86	52.3	94	33.0	-11.8	-19.3	98	25.5	111	34.2	93	29.0	86	36.0	94	16.0	-9.5	-20.0
Reclassified†	39	56.4	49	38.8	36	50.0	35	71.4	34	41.2	-15.2	-30.2	39	25.6	49	38.8	36	38.9	35	48.6	34	11.8	-13.8	-36.8
Initially Eng. Speaking	57	36.8	62	37.1	57	35.1	51	39.2	60	28.3	-8.5	-10.9	59	25.4	62	30.6	57	22.8	51	27.5	60	18.3	-7.1	-9.2
Econ. Disadv.*	193	24.4	213	19.2	219	19.6	188	33.0	177	20.9	-3.5	-12.1	205	16.1	216	19.0	220	16.4	188	22.9	178	10.1	-6.0	-12.8
Non-Econ. Disadv.	6	-	8	-	6	-	2	-	4	-	-	-	6	-	8	-	6	-	2	-	5	-	-	-
Gifted	33	45.5	32	40.6	25	32.0	14	50.0	1	-	-	-	33	36.4	32	43.8	25	28.0	14	57.1	1	-	-	-
Not Gifted	166	21.1	189	16.9	200	18.5	176	31.8	180	20.6	-0.5	-11.2	178	12.4	192	16.1	201	15.4	176	20.5	182	9.3	-3.1	-11.2
With Disabilities	36	5.6	34	8.8	35	2.9	24	8.3	20	5.0	-0.6	-3.3	37	13.5	34	5.9	35	5.7	24	8.3	19	0.0	-13.5	-8.3
WO Disabilities	163	29.4	187	22.5	190	23.2	166	36.7	161	23.0	-6.4	-13.7	174	16.7	190	22.6	191	18.8	166	25.3	164	11.0	-5.7	-14.3
Homeless	44	31.8	49	22.4	56	16.1	64	23.4	78	23.1	-8.7	-0.3	49	14.3	52	23.1	56	12.5	64	18.8	63	12.7	-1.6	-6.1
Foster	2	-	1	-	1	-	3	-	1	-	-	-	2	-	1	-	1	-	3	-	0	-	-	-
Military	0	-	1	-	5	-	2	-	4	-	-	-	1	-	1	-	5	-	2	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	76	21.1	63	22.2	69	15.9	0	-	56	10.7	-10.4	-	79	15.2	63	25.4	70	25.7	57	29.8	55	16.4	1.2	-13.4
Female	33	27.3	28	21.4	33	15.2	0	-	29	6.9	-20.4	-	35	8.6	28	25.0	34	23.5	23	21.7	29	6.9	-1.7	-14.8
Male	43	16.3	35	22.9	36	16.7	0	-	27	14.8	-1.5	-	44	20.5	35	25.7	36	27.8	34	35.3	26	26.9	6.4	-8.4
African American	2	-	5	-	4	-	0	-	6	-	-	-	2	-	5	-	4	-	6	-	6	-	-	-
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	3	-	1	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	67	19.4	55	20.0	57	12.3	0	-	44	6.8	-12.6	-	70	15.7	55	25.5	58	22.4	47	29.8	43	16.3	0.6	-13.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Multiracial	5	-	0	-	2	-	0	-	5	-	-	-	5	-	0	-	2	-	1	-	5	-	-	-
English Learner	47	6.4	41	2.4	45	11.1	0	-	29	6.9	0.5	-	50	4.0	41	9.8	46	21.7	24	8.3	28	7.1	3.1	-1.2
English-Speaking	29	44.8	22	59.1	24	25.0	0	-	27	14.8	-30.0	-	29	34.5	22	54.5	24	33.3	33	45.5	27	25.9	-8.6	-19.6
Reclassified†	8	-	7	-	5	-	0	-	1	-	-	-	8	-	7	-	5	-	13	76.9	1	-	-	-
Initially Eng. Speaking	21	42.9	15	46.7	19	15.8	0	-	26	11.5	-31.4	-	21	33.3	15	40.0	19	21.1	20	25.0	26	23.1	-10.2	-1.9
Econ. Disadv.*	74	20.3	62	21.0	69	15.9	0	-	55	10.9	-9.4	-	77	15.6	62	24.2	70	25.7	57	29.8	54	16.7	1.1	-13.1
Non-Econ. Disadv.	2	-	1	-	6	-	0	-	1	-	-	-	2	-	1	-	6	-	2	-	1	-	-	-
Gifted	13	23.1	6	-	5	-	0	-	1	-	-	-	13	38.5	6	-	5	-	2	-	1	-	-	-
Not Gifted	63	20.6	57	19.3	64	15.6	0	-	56	10.7	-9.9	-	66	10.6	57	21.1	65	26.2	55	29.1	55	16.4	5.8	-12.7
With Disabilities	36	5.6	8	-	5	-	0	-	3	-	-	-	10	0.0	8	-	5	-	6	-	2	-	-	-
WO Disabilities	66	24.2	55	23.6	64	17.2	0	-	53	11.3	-12.9	-	69	17.4	55	25.5	65	27.7	51	33.3	53	17.0	-0.4	-16.3
Homeless	18	44.4	15	20.0	21	14.3	0	-	26	15.4	-29.0	-	20	20.0	15	26.7	21	19.0	22	18.2	26	23.1	3.1	4.9
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	3	-	0	-	3	-	-	-	1	-	0	-	3	-	0	-	0	-	-	-

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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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	71	28.2	78	19.2	76	26.3	0	-	58	24.1	-4.1	-	77	22.1	81	22.2	76	21.1	60	18.3	60	6.7	-15.4	-11.6
Female	30	30.0	34	26.5	32	31.3	0	-	30	30.0	0.0	-	34	20.6	36	19.4	32	28.1	28	17.9	30	3.3	-17.3	-14.6
Male	41	26.8	44	13.6	44	22.7	0	-	28	17.9	-8.9	-	43	23.3	45	24.4	44	15.9	32	18.8	30	10.0	-13.3	-8.8
African American	2	-	2	-	6	-	0	-	1	-	-	-	3	-	4	-	6	-	3	-	1	-	-	-
Asian	0	-	1	-	0	-	0	-	3	-	-	-	0	-	1	-	0	-	5	-	3	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	58	29.3	67	17.9	67	26.9	0	-	50	24.0	-5.3	-	62	22.6	68	23.5	67	20.9	51	15.7	52	7.7	-14.9	-8.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	0	-	0	-	0	-	0	-	-	-	3	-	0	-	0	-	0	-	0	-	-	-
White	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Multiracial	4	-	7	-	0	-	0	-	3	-	-	-	4	-	7	-	0	-	1	-	3	-	-	-
English Learner	35	11.4	42	2.4	47	2.1	0	-	29	10.3	-1.1	-	39	15.4	45	4.4	47	2.1	38	18.4	31	3.2	-12.2	-15.2
English-Speaking	36	44.4	36	38.9	29	65.5	0	-	29	37.9	-6.5	-	38	28.9	36	44.4	29	51.7	22	18.2	29	10.3	-18.6	-7.9
Reclassified†	16	56.3	13	46.2	11	81.8	0	-	12	41.7	-14.6	-	16	25.0	13	61.5	11	63.6	6	-	12	16.7	-8.3	-
Initially Eng. Speaking	20	35.0	23	34.8	18	55.6	0	-	17	35.3	0.3	-	22	31.8	23	34.8	18	44.4	16	12.5	17	5.9	-25.9	-6.6
Econ. Disadv.*	68	27.9	74	17.6	72	26.4	0	-	58	24.1	-3.8	-	74	21.6	77	20.8	72	20.8	60	18.3	59	6.8	-14.8	-11.5
Non-Econ. Disadv.	3	-	4	-	4	-	0	-	4	-	-	-	3	-	4	-	4	-	2	-	1	-	-	-
Gifted	13	53.8	12	25.0	8	-	0	-	1	-	-	-	13	46.2	12	50.0	8	-	4	-	1	-	-	-
Not Gifted	58	22.4	66	18.2	68	22.1	0	-	58	24.1	1.7	-	64	17.2	69	17.4	68	16.2	56	19.6	60	6.7	-10.5	-12.9
With Disabilities	14	14.3	12	0.0	15	6.7	0	-	10	10.0	-4.3	-	15	26.7	12	0.0	15	13.3	4	-	10	0.0	-26.7	-
WO Disabilities	57	31.6	66	22.7	61	31.1	0	-	48	27.1	-4.5	-	62	21.0	69	26.1	61	23.0	56	19.6	50	8.0	-13.0	-11.6
Homeless	8	-	21	28.6	16	18.8	0	-	25	24.0	-	-	10	10.0	24	25.0	16	12.5	19	10.5	18	5.6	-4.4	-4.9
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	1	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	52	26.9	80	20.0	80	17.5	0	-	67	26.9	0.0	-	55	9.1	80	13.8	80	5.0	73	21.9	68	7.4	-1.7	-14.5
Female	24	37.5	37	27.0	36	22.2	0	-	35	28.6	-8.9	-	25	12.0	37	13.5	36	2.8	29	17.2	36	5.6	-6.4	-11.6
Male	28	17.9	43	14.0	44	13.6	0	-	32	25.0	7.1	-	30	6.7	43	14.0	44	6.8	44	25.0	32	9.4	2.7	-15.6
African American	0	-	7	-	5	-	0	-	4	-	-	-	2	-	7	-	5	-	5	-	4	-	-	-
Asian	0	-	0	-	0	-	0	-	6	-	-	-	0	-	0	-	0	-	3	-	6	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	51	25.5	61	19.7	69	15.9	0	-	57	22.8	-2.7	-	52	9.6	61	13.1	69	4.3	65	21.5	58	5.2	-4.4	-16.3
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	3	-	0	-	0	-	0	-	-	-	0	-	3	-	0	-	0	-	0	-	-	-
White	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Multiracial	0	-	4	-	6	-	0	-	0	-	-	-	0	-	4	-	6	-	0	-	0	-	-	-
English Learner	21	0.0	27	3.7	40	2.5	0	-	29	6.9	6.9	-	24	4.2	27	3.7	40	0.0	42	9.5	30	0.0	-4.2	-9.5
English-Speaking	31	45.2	53	28.3	40	32.5	0	-	38	42.1	-3.1	-	31	12.9	53	18.9	40	10.0	31	38.7	38	13.2	0.3	-25.5
Reclassified†	15	60.0	29	24.1	20	30.0	0	-	21	38.1	-21.9	-	15	20.0	29	17.2	20	15.0	16	31.3	21	4.8	-15.2	-26.5
Initially Eng. Speaking	16	31.3	24	33.3	20	35.0	0	-	17	47.1	15.8	-	16	6.3	24	20.8	20	5.0	15	46.7	17	23.5	17.2	-23.2
Econ. Disadv.*	51	25.5	77	19.5	78	16.7	0	-	64	26.6	1.1	-	54	9.3	77	13.0	78	3.8	71	21.1	65	7.7	-1.6	-13.4
Non-Econ. Disadv.	1	-	3	-	2	-	0	-	3	-	-	-	1	-	3	-	2	-	2	-	3	-	-	-
Gifted	7	-	14	50.0	12	16.7	0	-	1	-	-	-	7	-	14	28.6	12	8.3	8	-	1	-	-	-
Not Gifted	45	20.0	66	13.6	68	17.6	0	-	66	25.8	5.8	-	48	8.3	66	10.6	68	4.4	65	13.8	67	6.0	-2.3	-7.8
With Disabilities	36	5.6	14	14.3	15	0.0	0	-	7	-	-	-	12	8.3	14	0.0	15	0.0	14	14.3	7	-	-	-
WO Disabilities	40	35.0	66	21.2	65	21.5	0	-	60	30.0	-5.0	-	43	9.3	66	16.7	65	6.2	59	23.7	61	8.2	-1.1	-15.5
Homeless	18	22.2	13	15.4	19	15.8	0	-	27	29.6	7.4	-	19	10.5	13	15.4	19	5.3	23	26.1	19	5.3	-5.2	-20.8
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-

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

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

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

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: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

GUIDANCE ASSISTANT

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 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 site committees as needed to support a 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 attendance
- end of the year incentives for perfect attendance
- school participation with partnerships with community organizations that have programs that promote school attendance

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative	What is not working (ineffective indicators) and	Modifications based on qualitative and quantitative data.

Horton Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Guidance Asst	0.62500	\$46,538.73	30100-2404	Guidance assistant to support attendance follow up and social emotional support to students	N/A	Due to staffing, Horton was unable to secure a strong Guidance Assistant candidate. After several rounds of interviews (Dec. 2020) we were unable to secure a qualified candidate.	SSC voted to allocate the funds to hire a second full time counselor through the end of the school year. A second full time counselor was hired in April 2022.

Strategy/Activity 2

*Strategy/Activity - Description

COUNSELOR

The Counselor will work collaboratively with students, parents, the 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

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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 ILT and 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.

The counselor will also provide Tier 1 instruction of SEL-based curriculum to support students to acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. During the counselor-led Tier 1 lessons, teachers are released to meet in PLCs that focus on MTSS in order to analyze student data, discuss attendance, academic, social-emotional, and behavioral needs of identified students and plan for implementation of intervention support.

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 attendance
- end of the year incentives for perfect attendance
- school participation with partnerships with community organizations that have programs that promote school attendance

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					results, etc.).	progress monitoring results, etc.).	
School Counselor -	0.30000	\$37,367.93	30106-1210	Counselor to provide direct social-emotional support/services to students	The counselor has supported Goal 1 by providing small group and individual SEL support to students. In addition, the counselor has supported goals 2,3,4,5,6 by providing SEL lessons to students while teachers are released for PLC work.	Need additional counseling time/FTE to provide Tier 2/3 support to address students' SEL needs, as well as to provide SEL lessons to all students.	Based on lack of guidance assistance staffing SSC voted to allocate the funds to hire a second full time counselor through the end of the school year. A second full time counselor was hired in April 2022.
Strategy/Activity 3							
*Strategy/Activity - Description							
<p>ATTENDANCE ASSISTANT</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> -parent education workshops on why school attendance matters -Family Friday parent engagement topics that address site chronic absenteeism data -schoolwide celebrations for monthly attendance -end of the year incentives for perfect attendance -school participation with partnerships with community organizations that have programs that promote school attendance 							

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Attendance Asst -	0.10000	\$6,807.67	30100-2404	Attendance assistant to provide follow up and support for absenteeism	Attendance assistant has been able to support monitoring and follow up of students with chronic absenteeism, including meeting with families, supporting home visits, and	In April 2022, the attendance assistant position went unfilled due to a promotion. Ongoing monitoring and support fell due to lack of staffing.	SSC voted to allocate the remaining funds/salary savings from the attendance assistant to hourly OTBS time. In June 2022, we paid clerical staff extra hours to support

Horton Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					developing systems and structures to incentivize and motivate students around school attendance.		attendance monitoring and follow up.
Attendance Asst	0.20000	\$13,615.35	30106-2404	Attendance assistant to provide follow up and support for absenteeism	Attendance assistant has been able to support monitoring and follow up of students with chronic absenteeism, including meeting with families, supporting home visits, and developing systems and structures to incentivize and motivate students around school attendance	In April 2022, the attendance assistant position went unfilled due to a promotion. Ongoing monitoring and support fell due to lack of staffing.	SSC voted to allocate the remaining funds/salary savings from the attendance assistant to hourly OTBS time. In June 2022, we paid clerical staff extra hours to support attendance monitoring and follow up.

Strategy/Activity 4

*Strategy/Activity - Description

Professional Learning Communities focused on MTSS- VAPA AEP PROGRAM

All teachers in grades 3-5, the Special Education Resource Specialist, the counselor, and resource teacher will participate in 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

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

implementation of intervention support.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA		\$41,416.00	30106-5738	teachers to be provided release time to engage in PLC work	PLC release time through VAPA AEP services has supported academic achievement of students by providing teachers needed and valuable release time to analyze	N/A	VAPA AEP was initially included as a strategy for all grade levels TK-5, in February 2021 budget process (for 21-22 school year). In June 2022, Horton was selected as a LAP school, which

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>student assessment data, discuss interventions and supports and plan instructional next steps and adjustment to meet the instructional needs of students.</p>	<p>included VAPA LAP PLC release time for Tk-2nd grade teachers. As a result, the full expenditure was not needed (approx.41K), and was reallocated to fund the counselor full time in September 2021 per SSC vote.</p>
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Strategy/Activity 5

***Strategy/Activity - Description**

SAFE, INCLUSIVE, COLLABORATIVE PLAY PROGRAM - 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 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**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Contracted Svcs Less Than \$25K		\$13,474.00	30100-5853	services support Safe Play program	N/A As a result of the LAP and Math professional learning commitments, Horton's ILT determined that in lieu of purchasing a Safe Play program to support Goal 1, the funding would be allocated toward a full time counselor to support the social-emotional learning of students.	N/A As a result of the LAP and Math professional learning commitments, Horton's ILT determined that in lieu of purchasing a Safe Play program to support Goal 1, the funding would be allocated toward a full time counselor to support the social-emotional learning of students	In September 2021, Horton's SSC voted to allocate funds towards a full time counselor to meet Goal 1, in lieu of the safe play program.

Goal 2 - English Language Arts

Strategy/Activity 2

***Strategy/Activity - Description**

In School Resource Teacher.
 The In-school Resource Teacher supports all students and teachers through collaboration to positively impact teacher effectiveness. The RT helps classroom teachers in planning and implementing differentiated instruction and supports for students (tier 1 instruction). The RT provides direct supplemental instruction (Tier 2) to individual and small groups of students and supports professional development (plan, organize, and facilitate) in both ELA and Math. The RT works directly with community partners, students, and families to enhance the school's instructional program, to 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**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource	0.90000	\$121,264.04	30100-1109	provide push in reading support	In school RT	N/A	N/A

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Sammi				for students, PLC and PD support for staff	supports academic achievement by providing push in/pull out Tier 2 literacy/math support to students as well as PLC and PD support to staff to build instructional capacity.		
Strategy/Activity 3							
*Strategy/Activity - Description							
<p>Professional Learning Communities- VAPA AEP Program</p> <p>Teachers in grades 3-5 and the Special Education Resource Specialists participate in monthly PLCs to support the ELA achievement of all students. During PLCs, teachers 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.</p> <p>Visiting teachers from the VAPA department release classroom teachers to participate in professional development with support staff to work collaboratively to improve instructional practices, including lesson design, lesson studies, and cross classroom visits. The RT and other staff members support the lesson study work.</p> <p>To provide equitable support for all students, the VAPA AEP program in which Grade 3-5 teachers participate, mirrors the district funded Literacy Acceleration Plan (LAP) PLC release time grades TK-2 classroom teachers participate in with the district funded Literacy Support Teacher.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative	What is not working (ineffective indicators) and	Modifications based on qualitative and quantitative data.

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/VAPA	--	--	30106-5738	provide PLC release time for teachers	N/A VAPA AEP supported teacher release time to engage in PLC work to support literacy achievement.	N/A As a result of the LAP and Math professional learning commitments, Horton's ILT determined that in lieu of purchasing a Safe Play program to support Goal 1, the funding would be allocated toward a full time counselor to support the social-emotional learning of students	In September 2021, Horton's SSC voted to allocate funds towards a full time counselor to meet Goal 1, in lieu of the safe play program.
Strategy/Activity 4							

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

*Strategy/Activity - Description							
<p>Professional Learning Communities-Counselor The school counselor will provide PLC release time for all teachers on a weekly basis. All teachers in grades TK-5 will participate in weekly PLC work with their grade level team that focuses on MTSS. Teams will analyze student literacy and language data connected to ELA professional learning focused on various components of the Balanced Literacy framework, discuss academic progress and needs of identified students and plan for implementation of intervention support and next steps for instruction.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p>							
<p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	--	--	30106-1210	provide PLC release time for teachers	Counselor to provide direct social-emotional support/services to students, as well as provide	The counselor has supported Goal 1 by providing small group and individual SEL support to	Need additional counseling time/FTE to provide Tier 2/3 support to address students'

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					release time for teachers to engage in PLC work while counselor provides SEL lessons to all students	students. In addition, the counselor has supported goals 2,3,4,5,6 by providing SEL lessons to students while teachers are released for PLC work.	SEL needs, as well as to provide SEL lessons to all students.
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Strategy/Activity 5

***Strategy/Activity - Description**

Professional Learning Communities - Visiting Teachers

All teachers in grades TK-5 and Special Education Resource Specialists will participate in supplemental PLCs. Included in this work is strategic implementation of professional learning and student data analysis on an ongoing basis throughout the school year. Professional learning in literacy will be focused on a balanced literacy framework, as well as the implementation of the GVC through a balanced literacy approach to support the closure of conceptual gaps indicated in our student performance data. All Grade Levels will use PLC time to analyze literacy assessment data 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.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr		\$6,097.13	30106-1192	visiting teachers to provide release time for PLC work for teachers	VTs have supported release time for teachers to gather student assessment data, engage in PD, and PLC work to strengthen instructional practice.	N/A	N/A
Strategy/Activity 6							
*Strategy/Activity - Description							
Instructional Materials							
Instructional materials and supplies such as student white boards, sentence strips, leveled reading books, literacy games, materials to make literacy centers, magnetic letters, lined paper with large spaces for handwriting, chart paper, and easels support literacy instruction in the areas of independent reading practice, shared reading, guided reading, interactive writing, language and word study.							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and	What is not working	Modifications based on

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Supplies		\$586.00	30100-4301	instructional materials to support the acceleration of literacy and language development such as classroom library books, compositions books, pencils, dry erase markers, etc.	Supplemental materials have supported student acceleration of literacy.	N/A	N/A

Goal 3 - Mathematics							
Strategy/Activity 1							
*Strategy/Activity - Description							
<p>In School Resource Teacher</p> <p>The In-school Resource Teacher supports all students and teachers through collaboration to positively impact teacher effectiveness. The RT helps classroom teachers in planning and implementing differentiated instruction and supports for students (tier 1 instruction). The RT provides direct supplemental instruction (Tier 2) to individual and small groups of students and supports professional development (plan, organize, and facilitate) in both ELA and Math. The RT works directly with community partners, students, and families to enhance the school's instructional program, to 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.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	30100-1109	In school RT provides push in	In school RT	N/A	N/A

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				support to students, PLC and planning support for teachers	supports academic achievement by providing push in/pull out Tier 2 literacy/math support to students as well as PLC and PD support to staff to build instructional capacity.		
Strategy/Activity 2							
*Strategy/Activity - Description							
<p>Professional Learning Communities- VAPA AEP Program</p> <p>Teachers in grades 3-5 and the Special Education Resource Specialists participate in monthly PLCs to support the Math achievement of all students. During PLCs, teachers 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, Illustrative Math. Visiting teachers from the VAPA department release classroom teachers to participate in professional development with support staff to work collaboratively to improve instructional practices, including lesson design, lesson studies, and cross classroom visits. The RT and other staff members support the lesson study work.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/VAPA	--	--	30106-5738	VAPA AEP visiting teachers provide PLC release time for teachers	N/A VAPA AEP supported teacher release time to engage in PLC work to support mathematics achievement.	N/A As a result of the LAP and Math professional learning commitments, Horton's ILT determined that in lieu of purchasing a Safe Play program to support Goal 1, the funding would be allocated toward a full time counselor to support the social-emotional learning of students	In September 2021, Horton's SSC voted to allocate funds towards a full time counselor to meet Goal 1, in lieu of the safe play program.
Strategy/Activity 3							
*Strategy/Activity - Description							
Professional Development & Coaching - Mathematics							

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 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, Illustrative Mathematics. 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 develop capacity around formative assessment practices and how to shift instruction after data analysis in Professional Learning Communities.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Contracted Svcs Less Than \$25K	--	--	30100-5853	Math coaching and PD supports implementation of	Side-by-side math coaching has helped build	N/A	N/A

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				GVC and differentiation of math instruction	teacher capacity to effectively implement GVC and shift math instruction to meet the needs of students.		
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Strategy/Activity 5

*Strategy/Activity - Description

Professional Learning Communities - Visiting Teachers

All teachers in grades TK-5 and Special Education Resource Specialists will participate in supplemental PLCs. Included in this workin strategic implementation of 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.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting teachers provide PLC release time for teachers to plan for differentiation and implementation of GVC	VTs have supported release time for teachers to gather student assessment data, engage in PD, and PLC work to strengthen instructional practice.	N/A	N/A

Strategy/Activity 6

*Strategy/Activity - Description

Instructional Materials

Instructional materials such as math manipulatives (pattern blocks, fraction squares, ten frames, dice, volume cubes and 3-D shapes) individual student white boards, math journals, chart paper, easels, markers, etc, support students' hands-on mathematical work and conceptual understanding of mathematics and the implementation of the GVC.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies	--	--	30100-4301	instructional supplies to support conceptual understanding and implementation of the GVC	Supplemental materials, such as manipulatives and other classroom supplies have supported student access to mathematics as well as support conceptual understanding.	N/A	N/A

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

In School Resource Teacher

The In-school Resource Teacher supports all students and teachers through collaboration to positively impact teacher effectiveness. The RT helps classroom teachers in planning and implementing differentiated instruction and supports for students (tier 1 instruction). The RT provides direct supplemental instruction (Tier 2) to individual and small groups of students and supports professional development (plan, organize, and facilitate) in both ELA and Math with Integrated ELD instruction and Designated ELD instruction. The RT works directly with community partners, students, and families to enhance the school's instructional program, to 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**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	--	--	30100-1109	In school RT provides technical	In school RT	N/A	N/A

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				support, monitoring, assessment, and push in support for ELs	supports academic achievement by providing push in/pull out Tier 2 literacy/math support to students as well as PLC and PD support to staff to build instructional capacity.		
Strategy/Activity 2							
*Strategy/Activity - Description							
<p>Professional Learning Communities- VAPA AEP Program</p> <p>Teachers in grades 3-5 and the Special Education Resource Specialists participate in monthly PLCs to support the academic achievement of English Learner students. During PLCs, teachers 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 grounded in language development and necessary instructional shifts to sustain student growth as aligned to the school's Guaranteed and Viable Curriculum, as well as use of the CA ELD Standards.</p> <p>Visiting teachers from the VAPA department release classroom teachers to participate in professional development and PLC work to improve instructional practices, including lesson design, lesson studies, and cross classroom visits. The ELIRT, RT and other staff members support the lesson study work.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative	What is not working (ineffective indicators) and	Modifications based on qualitative and quantitative data.

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/VAPA	--	--	30106-5738	teachers to be provided release time to engage in PLC work	PLC release time through VAPA AEP services has supported academic achievement of students by providing teachers needed and valuable release time to analyze student assessment data, discuss interventions and supports and plan instructional next steps and adjustment to meet the instructional	N/A	VAPA AEP was initially included as a strategy for all grade levels TK-5, in February 2021 budget process (for 21-22 school year). In June 2022, Horton was selected as a LAP school, which included VAPA LAP PLC release time for Tk-2 nd grade teachers. As a result, the full expenditure was not needed (approx.41K), and was reallocated to fund the

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					needs of students.		counselor full time in September 2021 per SSC vote.
Strategy/Activity 3							
*Strategy/Activity - Description							
<p>Professional Learning Communities-Counselor</p> <p>The school counselor will provide PLC release time for all teachers on a weekly basis. All teachers in grades TK-5 will participate in weekly PLC work with their grade level team that focuses on MTSS. Teams will analyze English learner data, discuss academic progress and needs of identified students and plan for implementation of Integrated and Designated ELD as well as additional intervention support/next steps for instruction.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	--	--	30106-1210	Counselor provides PLC	Counselor provides support	The counselor has supported Goal 4	Need additional counseling

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				release time for teachers to plan MTSS support for ELs	to ELs	by providing small group and individual SEL support to students. In addition, the counselor has supported goals 1, 2,3,4,5,6 by providing SEL lessons to students while teachers are released for PLC work.	time/FTE to provide Tier 2/3 support to address students' SEL needs, as well as to provide SEL lessons to all students.
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Strategy/Activity 4

***Strategy/Activity - Description**

Professional Learning Communities - Visiting Teachers

All teachers in grades TK-5 and Special Education Resource Specialists will participate in supplemental PLCs. Included in this work is strategic implementation of professional learning and student data analysis on an ongoing basis throughout the school year. Professional learning focuses on various components of a balanced literacy framework and the implementation of Integrated and Designated ELD, as well as number talks and math routines, with the implementation of the Math GVC. All Grade Levels will use PLC time to analyze formative literacy assessment 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.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include	What is not working (ineffective)	Modifications based on qualitative and
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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	visiting teachers provide release time for teachers to plan MTSS for ELs	VTs have supported release time for teachers to gather student assessment data, engage in PD, and PLC work to strengthen instructional practice.	N/A	N/A

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1

***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 implementation of 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 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**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

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Inschool Resource Tchr	--	--	30100-1109	In school RT provides direct supplemental support in reading and math to students, PLC and planning support to teachers and Educational Specialists	In school RT supports academic achievement by providing push in/pull out Tier 2 literacy/math support to students as well as PLC and PD support to staff to build instructional capacity.	N/A	N/A
Strategy/Activity 2							
*Strategy/Activity - Description							
<p>PROFESSIONAL LEARNING COMMUNITIES- SCHOOL COUNSELOR</p> <p>The school counselor will provide PLC release time for all teachers on a weekly basis.</p> <p>All teachers in grades TK-5 will participate in weekly PLC work with their grade level team that focuses on MTSS. Teams will analyze data for students with disabilities, discuss academic progress and needs of identified students and plan for implementation of supports and accommodations, to enable their access to the general education curriculum based on the principles of Universal Design for Learning (UDL) which allow students to learn within the framework of the CCSS standards and GVC.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
School Counselor	--	--	30106-1210	Counselor provides PLC release time for teachers to plan MTSS intervention support for SWDs	Counselor to provides support to families around SEL and absenteesim	The counselor has supported Goal 5 by providing small group and individual SEL support to students. In addition, the counselor has supported goals 1, 1, 2,3,4,6 by providing SEL lessons to students while teachers are released for PLC work.	Need additional counseling time/FTE to provide Tier 2/3 support to address students' SEL needs, as well as to provide SEL lessons to all students during teacher PLC release.

Strategy/Activity 3

***Strategy/Activity - Description**

PROFESSIONAL LEARNING COMMUNITIES- VAPA AEP PROGRAM

Teachers in grades 3-5 and the Special Education Resource Specialists participate in monthly PLCs to support the academic achievement of students with disabilities. During PLCs, teachers engage in best practices found in the work of Marzano and DuFour to ensure that they deliver high-quality, evidence-based, individualized instruction and support services and that 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 instruction that incorporates supports and related services designed to

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meet the unique needs of the students and to enable their access to the general education curriculum based on the principles of Universal Design for Learning (UDL), as well as instructional accommodations which allow students to learn within the framework of the academic standards and GVC. Visiting teachers from the VAPA department release classroom teachers to participate in professional development and PLC work to improve instructional practices, including lesson design, lesson studies, and cross-classroom visits. The ELIRT, RT and other staff members support the lesson study work.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA	--	--	30106-5738	teachers to be provided release time to engage in PLC work	PLC release time through VAPA AEP services has supported academic achievement of students by	N/A	VAPA AEP was initially included as a strategy for all grade levels TK-5, in February 2021 budget process (for 21-22

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					<p>providing teachers needed and valuable release time to analyze student assessment data, discuss interventions and supports and plan instructional next steps and adjustment to meet the instructional needs of students.</p>	<p>school year). In June 2022, Horton was selected as a LAP school, which included VAPA LAP PLC release time for Tk-2nd grade teachers. As a result, the full expenditure was not needed (approx.41K), and was reallocated to fund the counselor full time in September 2021 per SSC vote.</p>
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Strategy/Activity 4

***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 supplemental PLC work to support the MTSS process. During PLCs, the Education Specialists will facilitate discussion and provide support to teachers around tier 1 and tier 2 instruction, common assessment data analysis, identifying the instructional needs, determining effective differentiated instructional practices or shifts, and necessary accommodations or modifications 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 differentiation of instruction.

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

Directions:

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

Guiding Questions:

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

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting teachers provide staff PLC release time to plan for MTSS with SWDs	VTs have supported release time for teachers to gather student assessment data, engage in PD, and PLC work to strengthen instructional practice.	N/A	N/A

Goal 7 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

CAPACITY BUILDING- High Impact Strategy 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 build their capacity as co-teachers of student learning and educational goals. Horton will offer a series of parent workshops throughout the school year on High Impact Home Strategies in the areas of Literacy, Math, and Science in order to partner with families and share the responsibility of improving the learning and conceptual understanding and development of students in core academic areas. These workshops build capacity, empower, and inspire families to take an active role in their child's education.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inservice supplies		\$342.00	30103-4304	Materials to support parent workshops (books,	N/A	Due to COVID-19 pandemic safety	SSC voted to allocate funds for

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				copies, packets, folders, manipulatives) to support parent workshops in literacy, math, and science		protocols and in-person event restrictions, family engagement workshops were not held during the 21-22 school year.	materials to OTBS clerical for outreach purposes.
Inschool Resource Tchr	--	--	30100-1109	Staff support planning and presenting workshops for parents around literacy, mathematics, and science		Due to COVID-19 pandemic safety protocols and in-person event restrictions, family engagement workshops were not held during the 21-22 school year.	In school resource teacher support was utilized through parent outreach and during parent-teacher conferences.
School Counselor	--	--	30106-1210	Staff support planning and presenting workshops for parents around student academic support	Counselor to provides support to staff around supporting students with SEL and absenteeism	The counselor has supported Goal 7 by providing small group and individual SEL support to students. In addition, the counselor has supported goals 1, 2,3,4,5,6 by providing SEL lessons to students while teachers are	Need additional counseling time/FTE to provide Tier 2/3 support to address students' SEL needs, as well as to provide SEL lessons to all students.

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							released for PLC work.
Strategy/Activity 2							
*Strategy/Activity - Description							
<p>COUNSELOR</p> <p>In collaboration with staff, the school counselor provides outreach and support to families related to promoting healthy youth development and success at school. The counselor provides a series of parent workshops on a variety of topics to support and build parent capacity, such as academic achievement, attendance, stress, parenting, coping with mental health issues, behavior, and other topics that affect healthy social emotional and academic growth. Parents gain new skills, tools, and resources to help their students succeed in school today and into the future.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	--	--	30106-1210	Counselor provides support in areas of SEL to	Counselor to provides support to families around	The counselor has supported Goal 7 by providing small	Need additional counseling time/FTE to

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				families, develops workshops for health and well-being and importance of school attendance	SEL and absenteeism	group and individual SEL support to students. In addition, the counselor has supported goals 1, 2,3,4,5,6 by providing SEL lessons to students while teachers are released for PLC work.	provide Tier 2/3 support to address students' SEL needs, as well as to provide SEL lessons to all students.
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Strategy/Activity 3

***Strategy/Activity - Description**

PARENT COMMUNICATION AND OUTREACH

The attendance assistant and other staff support parent engagement through ongoing communication and outreach efforts. This includes assisting with recruitment, communication, and coordination of family events and meetings such as SSC, ELAC, SGT, Family Fridays, and other school community activities, providing follow up communication around events and meetings, and streamlining communication and acting as a liaison between parents and other staff members around related services.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.
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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Clerical OTBS Hrly		\$2,499.43	30103-2451	staff to assist in coordination, communication and outreach of parent workshops and school events.	Clerical support promoted outreach to families, translation and interpretation services to support access to information during meetings.	N/A	Additional funds were transferred from materials in 30103 to Clerical OTBS due to pandemic related cancellations of in-person events.

Goal 8- Graduation/Promotion Rate

Strategy/Activity 2

***Strategy/Activity - Description**

IN SCHOOL RESOURCE TEACHER

The In-school Resource Teacher supports all students and teachers through collaboration to positively impact teacher effectiveness. The RT helps classroom teachers in planning and implementing differentiated instruction and supports for students (tier 1 instruction). The RT provides direct supplemental instruction (Tier 2) to individual and small groups of students and supports professional development (plan, organize, and facilitate) in both ELA and Math. The RT works directly with community partners, students, and families to enhance the school's instructional program, to 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**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	--	--	30100-1109	In school RT provides direct	In school RT	N/A	N/A

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Tier 2 reading support to students who are not reading at grade level	supports academic achievement by providing push in/pull out Tier 2 literacy/math support to students as well as PLC and PD support to staff to build instructional capacity.		
Strategy/Activity 3							
*Strategy/Activity - Description							
<p>PROFESSIONAL LEARNING COMMUNITIES- VAPA AEP Program</p> <p>Teachers in grades 3-5 and the Special Education Resource Specialists participate in monthly PLCs to support the ELA achievement of all students. During PLCs, teachers 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.</p> <p>Visiting teachers from the VAPA department release classroom teachers to participate in professional development with support staff to work collaboratively to improve instructional practices, including lesson design, lesson studies, and cross classroom visits. The RT and other staff members support the lesson study work.</p> <p>To provide equitable support for all students, the VAPA AEP program in which Grade 3-5 teachers participate, mirrors the district funded Literacy Acceleration Plan (LAP) PLC release time grades TK-2 classroom teachers participate in with the district funded Literacy Support Teacher.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative	What is not working (ineffective indicators) and	Modifications based on qualitative and quantitative data.

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/VAPA	--	--	30106-5738	teachers to be provided release time to engage in PLC work	PLC release time through VAPA AEP services has supported academic achievement of students by providing teachers needed and valuable release time to analyze student assessment data, discuss interventions and supports and plan instructional next steps and adjustment to meet the instructional	N/A	VAPA AEP was initially included as a strategy for all grade levels TK-5, in February 2021 budget process (for 21-22 school year). In June 2022, Horton was selected as a LAP school, which included VAPA LAP PLC release time for Tk-2 nd grade teachers. As a result, the full expenditure was not needed (approx.41K), and was reallocated to fund the

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					needs of students.	counselor full time in September 2021 per SSC vote.
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Strategy/Activity 4

***Strategy/Activity - Description**

PROFESSIONAL LEARNING COMMUNITIES- COUNSELOR

The school counselor will provide PLC release time for all teachers on a weekly basis. All teachers in grades TK-5 will participate in weekly PLC work with their grade level team that focuses on MTSS. Teams will analyze student literacy and language data connected to ELA professional learning focused on various components of the Balanced Literacy framework, discuss academic progress and needs of identified students and plan for implementation of intervention support and next steps for instruction.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	--	--	30106-1210	Counselor	Counselor to	The counselor has	Need additional

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				provides PLC release time for teachers to plan for MTSS for students who are not reading at grade level	provide direct social-emotional support/services to students	supported Goal 8 by providing small group and individual SEL support to students. In addition, the counselor has supported goals 1, 2,3,4,5,6 by providing SEL lessons to students while teachers are released for PLC work.	counseling time/FTE to provide Tier 2/3 support to address students' SEL needs, as well as to provide SEL lessons to all students.
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Strategy/Activity 5

*Strategy/Activity - Description

PROFESSIONAL LEARNING COMMUNITIES- VISITING TEACHERS

All teachers in grades TK-5 and Special Education Resource Specialists will participate in supplemental PLCs. Included in this workin strategic implementation of professional learning and student data analysis on an ongoing basis throughout the school year. Professional learning in literacy will be focused on a balanced literacy framework, as well as the implementation of the GVC through a balanced literacy approach to support the closure of conceptual gaps indicated in our student performance data. All Grade Levels will use PLC time to analyze literacy assessment data 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.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and	What is not working	Modifications based on
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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting teachers provide PLC release time for teachers to plan MTSS for students not reading at grade level	VTs have supported release time for teachers to gather student assessment data, engage in PD, and PLC work to strengthen instructional practice.	N/A	N/A

Goal 6 - Supporting Black Youth

Strategy/Activity 1

***Strategy/Activity - Description**

COUNSELOR

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 ILT 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 and lunchtime when most needed by students.

The counselor also provides Tier 1 instruction of SEL-based curriculum to support students, including Black Youth to acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. During the counselor-led Tier 1 lessons, teachers are released to meet in PLCS that focus on MTSS for students, including our Black Youth, in order to analyze student data, discuss attendance, academic, social-emotional, and behavioral needs and plan for implementation of intervention support.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
School Counselor	--	--	30106-1210	Counselor provides direct student support around SEL and follow up with families for absenteeism	Counselor to provide direct social-emotional support/services to students	The counselor has supported Goal 6 by providing small group and individual SEL support to students. In addition, the counselor has supported goals 1, 2,3,4,5 by providing SEL lessons to students while teachers are released for PLC work.	Need additional counseling time/FTE to provide Tier 2/3 support to address students' SEL needs, as well as to provide SEL lessons to all students.

Strategy/Activity 2

***Strategy/Activity - Description**

GUIDANCE ASSISTANT

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 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 Guidance Assistant will also be an active member of the SGT 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 and lunchtime when most needed by students.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Guidance Asst -	--	--	30100-2404	Guidance assistant to support attendance follow up and social emotional support to students	N/A	Due to staffing, Horton was unable to secure a strong Guidance Assistant candidate. After several rounds of interviews (Dec. 2020) we were unable to secure a qualified candidate.	SSC voted to allocate the funds to hire a second full time counselor through the end of the school year. A second full time counselor was hired in April 2022.

Strategy/Activity 3

***Strategy/Activity - Description**

ATTENDANCE ASSISTANT

Horton Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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, and assist with attendance incentive and recognition activities.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Attendance Asst -	--	--	30100-2404	Attendance assistant provides support, monitoring, and follow up with families and students for absenteeism	Attendance assistant to provide follow up and support for absenteeism	Attendance assistant has been able to support monitoring and follow up of students with chronic absenteeism,	In April 2022, the attendance assistant position went unfilled due to a promotion. Ongoing monitoring and support fell due to

Horton Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						including meeting with families, supporting home visits, and developing systems and structures to incentivize and motivate students around school attendance.	lack of staffing.
Attendance Asst	--	--	30106-2404	Attendance assistant provides support, monitoring, and follow up with families and students for absenteeism	Attendance assistant to provide follow up and support for absenteeism	Attendance assistant has been able to support monitoring and follow up of students with chronic absenteeism, including meeting with families, supporting home visits, and developing systems and structures to incentivize and motivate students around school attendance.	In April 2022, the attendance assistant position went unfilled due to a promotion. Ongoing monitoring and support fell due to lack of staffing.

What are my leadership strategies in service of the goals?

Monitoring Instructional Content, Pedagogy and Student Engagement:

- Ensures that a guaranteed and viable curriculum is in place for every class/course.

- Ensures that all teachers are implementing a set of school-wide agreed upon instructional expectations

Targeted Professional Learning and Implementation:

- Focuses on creating a collaborative risk-taking environment for teachers and students.
- Leads an instructional leadership team committed to continuous improvement and aligns systems and structures for cultivating teacher leadership.

Organizational Leadership:

- Cultivates shared leadership and builds the capacity of their school teams, allowing the administrator to focus on student learning.

SCHOOL NAME: HORTON ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 2

***Strategy/Activity - Description**

COUNSELOR

The Counselor will work collaboratively with students, parents, the 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 ILT and 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.

The counselor will also provide Tier 1 instruction of SEL-based curriculum to support students to acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. During the counselor-led Tier 1 lessons, teachers are released to meet in PLCs that focus on MTSS in order to analyze student data, discuss attendance, academic, social-emotional, and behavioral needs of identified students and plan for implementation of intervention support.

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 attendance
- end of the year incentives for perfect attendance
- school participation with partnerships with community organizations that have programs that promote school attendance

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

Directions:

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

Guiding Questions:

Horton Elementary SPSA EVALUATION OF LCFF 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor -	0.10000	\$12,455.97	09800-1210	counselor to provide direct social-emotional support/services to students	Counselor to provides support to students with SEL and absenteesim	The counselor has supported Goal 1 by providing small group and individual SEL support to students. In addition, the counselor has supported goals 1, 2,3,4,5,6 by providing SEL lessons to students while teachers are	Need additional counseling time/FTE to provide Tier 2/3 support to address students' SEL needs, as well as to provide SEL lessons to all students.

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						released for PLC work.	

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Reading Intervention Support with Guaranteed Viable Curriculum- RETIRED TEACHERS
 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, Fountas and Pinnell Leveled Literacy Intervention program, with proven improved outcomes will be implemented.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired Clsrm Teacher Hrly		\$50,000.31	09800-1189	push in support for reading intervention	Retired teachers support students reading below	N/A	Activity was increased in the winter of 2022,

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					grade level with literacy intervention/push in Tier 2 reading support		per SSC approval, to provide more support (via hours/additional weeks) in order to accelerate student literacy achievement.
Strategy/Activity 4							
*Strategy/Activity - Description							
<p>Professional Learning Communities-Counselor</p> <p>The school counselor will provide PLC release time for all teachers on a weekly basis. All teachers in grades TK-5 will participate in weekly PLC work with their grade level team that focuses on MTSS. Teams will analyze student literacy and language data connected to ELA professional learning focused on various components of the Balanced Literacy framework, discuss academic progress and needs of identified students and plan for implementation of intervention support and next steps for instruction.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					results, etc.).	progress monitoring results, etc.).	
School Counselor	--	--	09800-1210	provide PLC release time for teachers	Counselor to provides support to staff around supporting students with SEL and absenteesim	The counselor has supported Goal 2 by providing small group and individual SEL support to students. In addition, the counselor has supported goals 1, 2,3,4,5,6 by providing SEL lessons to students while teachers are released for PLC work.	Need additional counseling time/FTE to provide Tier 2/3 support to address students' SEL needs, as well as to provide SEL lessons to all students.

Strategy/Activity 5

***Strategy/Activity - Description**

Professional Learning Communities - Visiting Teachers

All teachers in grades TK-5 and Special Education Resource Specialists will participate in supplemental PLCs. Included in this work is strategic implementation of professional learning and student data analysis on an ongoing basis throughout the school year. Professional learning in literacy will be focused on a balanced literacy framework, as well as the implementation of the GVC through a balanced literacy approach to support the closure of conceptual gaps indicated in our student performance data. All Grade Levels will use PLC time to analyze literacy assessment data 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.

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

Directions:

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

Guiding Questions:

Horton Elementary SPSA EVALUATION OF LCFE 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$6,000.08	09800-1192	visiting teachers to provide release time for PLC work for teachers	VTs have supported release time for teachers to gather student assessment data, engage in PD, and PLC work to strengthen instructional practice.	N/A	N/A

Strategy/Activity 6

***Strategy/Activity - Description**

Instructional Materials

Instructional materials and supplies such as student white boards, sentence strips, leveled reading books, literacy games, materials to make literacy centers, magnetic letters, lined paper with large spaces for handwriting, chart paper, and easels support literacy instruction in the areas of independent reading practice, shared reading, guided reading, interactive writing, language and word study.

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$6,636.00	09800-4301	instructional materials to support the acceleration of literacy and language development such as classroom library books, compositions books, pencils, dry erase markers, etc.	Supplemental supplies supported student access to and engagement with literacy instruction.	N/A	N/A

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 3 - Mathematics

Strategy/Activity 5

***Strategy/Activity - Description**

Professional Learning Communities - Visiting Teachers

All teachers in grades TK-5 and Special Education Resource Specialists will participate in supplemental PLCs. Included in this workin strategic implementation of 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.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm	--	--	09800-1192	Visiting teachers	VTs have	N/A	N/A

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Dev Vist Tchr				provide PLC release time for teachers to plan for differentiation and implementation of GVC	supported release time for teachers to gather student assessment data, engage in PD, and PLC work to strengthen instructional practice.		
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Strategy/Activity 6

*Strategy/Activity - Description

Instructional Materials

Instructional materials such as math manipulatives (pattern blocks, fraction squares, ten frames, dice, volume cubes and 3-D shapes) individual student white boards, math journals, chart paper, easels, markers, etc, support students' hands-on mathematical work and conceptual understanding of mathematics and the implementation of the GVC.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Horton Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					results, etc.).	progress monitoring results, etc.).	
Supplies	--	--	09800-4301	instructional supplies to support conceptual understanding and implementation of the GVC	Supplemental supplies supported student access to and engagement with mathematics instruction.	N/A	N/A

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

In School Resource Teacher

The In-school Resource Teacher supports all students and teachers through collaboration to positively impact teacher effectiveness. The RT helps classroom teachers in planning and implementing differentiated instruction and supports for students (tier 1 instruction). The RT provides direct supplemental instruction (Tier 2) to individual and small groups of students and supports professional development (plan, organize, and facilitate) in both ELA and Math with Integrated ELD instruction and Designated ELD instruction. The RT works directly with community partners, students, and families to enhance the school's instructional program, to 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**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	0.10000	\$13,473.79	09800-1109	In school RT provides push in	In school RT	N/A	N/A

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				support and supplemental ELD lessons for ELs	supports academic achievement by providing push in/pull out Tier 2 literacy/math support to students as well as PLC and PD support to staff to build instructional capacity.		
Strategy/Activity 3							
*Strategy/Activity - Description							
<p>Professional Learning Communities-Counselor</p> <p>The school counselor will provide PLC release time for all teachers on a weekly basis. All teachers in grades TK-5 will participate in weekly PLC work with their grade level team that focuses on MTSS. Teams will analyze English learner data, discuss academic progress and needs of identified students and plan for implementation of Integrated and Designated ELD as well as additional intervention support/next steps for instruction.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
School Counselor -	--	--	09800-1210	Counselor provides PLC release time for teachers to plan MTSS support for ELs	Counselor to provides support to staff around supporting students with SEL and absenteesim	The counselor has supported Goal 4 by providing small group and individual SEL support to students. In addition, the counselor has supported goals 1, 2,3,4,5,6 by providing SEL lessons to students while teachers are released for PLC work.	Need additional counseling time/FTE to provide Tier 2/3 support to address students' SEL needs, as well as to provide SEL lessons to all students.

Strategy/Activity 4

***Strategy/Activity - Description**

Professional Learning Communities - Visiting Teachers

All teachers in grades TK-5 and Special Education Resource Specialists will participate in supplemental PLCs. Included in this work is strategic implementation of professional learning and student data analysis on an ongoing basis throughout the school year. Professional learning focuses on various components of a balanced literacy framework and the implementation of Integrated and Designated ELD, as well as number talks and math routines, with the implementation of the Math GVC. All Grade Levels will use PLC time to analyze formative literacy assessment 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.

Horton Elementary SPSA EVALUATION OF LCFE FUNDED ACTIONS/ACTIVITIES

*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	visiting teachers provide release time for teachers to plan MTSS for ELs	VTs have supported release time for teachers to gather student assessment data, engage in PD, and PLC work to strengthen instructional practice.	N/A	N/A
Strategy/Activity 5							
*Strategy/Activity - Description							

Horton Elementary SPSA EVALUATION OF LCFE FUNDED ACTIONS/ACTIVITIES

Reading Intervention Support with Guaranteed Viable Curriculum- Retired Teachers
 English learners who are below grade level proficiency in grades 1-5 will receive small group reading intervention support by retired teachers. Retired teachers will provide Tier II small group instruction for at risk English Learners by implementing the Leveled Literacy Intervention (LLI) Program by Fountas and Pinnell. Specifically, they will focus in the area of literacy; foundational skills, phonics/word work, reading fluency, reading comprehension and writing.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired Clsm Teacher Hrly	--	--	09800-1189	Retired teachers provide supplemental, Tier 2 push in reading support for ELs	Retired teachers support students reading below grade level with literacy intervention/push in Tier 2 reading	N/A	Activity was increased in the winter of 2022, per SSC approval, to provide more support (via hours/additional

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					support		weeks) in order to accelerate student literacy achievement.

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 2

***Strategy/Activity - Description**

PROFESSIONAL LEARNING COMMUNITIES- SCHOOL COUNSELOR

The school counselor will provide PLC release time for all teachers on a weekly basis. All teachers in grades TK-5 will participate in weekly PLC work with their grade level team that focuses on MTSS. Teams will analyze data for students with disabilities, discuss academic progress and needs of identified students and plan for implementation of supports and accommodations, to enable their access to the general education curriculum based on the principles of Universal Design for Learning (UDL) which allow students to learn within the framework of the CCSS standards and GVC.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	--	--	09800-1210	Counselor provides PLC release time for	Counselor to provides support to staff around	The counselor has supported Goal 5 by providing small	Need additional counseling time/FTE to

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				teachers to plan MTSS intervention support for SWDs	supporting students with SEL and absenteesim	group and individual SEL support to students. In addition, the counselor has supported goals 1, 2,3,4,5,6 by providing SEL lessons to students while teachers are released for PLC work.	provide Tier 2/3 support to address students' SEL needs, as well as to provide SEL lessons to all students.
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Strategy/Activity 4

***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 supplemental PLC work to support the MTSS process. During PLCs, the Education Specialists will facilitate discussion and provide support to teachers around tier 1 and tier 2 instruction, common assessment data analysis, identifying the instructional needs, determining effective differentiated instructional practices or shifts, and necessary accommodations or modifications 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 differentiation of instruction.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative	What is not working (ineffective indicators) and	Modifications based on qualitative and quantitative data.
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					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting teachers provide staff PLC release time to plan for MTSS with SWDs	VTs have supported release time for teachers to gather student assessment data, engage in PD, and PLC work to strengthen instructional practice.	N/A	N/A

Goal 7 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

CAPACITY BUILDING- High Impact Strategy 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 build their capacity as co-teachers of student learning and educational goals. Horton will offer a series of parent workshops throughout the school year on High Impact Home Strategies in the areas of Literacy, Math, and Science in order to partner with families and share the responsibility of improving the learning and conceptual understanding and development of students in core academic areas. These workshops build capacity, empower, and inspire families to take an active role in their child's education.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Currielm DevHrlyClstrmTch		\$6,000.08	09800-1170	staff support with developing	VTs have supported release	N/A	N/A

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

r				workshops around literacy, mathematics, and science for families	time for teachers to gather student assessment data, engage in PD, and PLC work to strengthen instructional practice.		
Strategy/Activity 2							
*Strategy/Activity - Description							
<p>COUNSELOR</p> <p>In collaboration with staff, the school counselor provides outreach and support to families related to promoting healthy youth development and success at school. The counselor provides a series of parent workshops on a variety of topics to support and build parent capacity, such as academic achievement, attendance, stress, parenting, coping with mental health issues, behavior, and other topics that affect healthy social emotional and academic growth. Parents gain new skills, tools, and resources to help their students succeed in school today and into the future.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

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					results, etc.).	progress monitoring results, etc.).	
School Counselor	--	--	09800-1210	Counselor provides support in areas of SEL to families, develops workshops for health and well-being and importance of school attendance	Counselor to provides support to families around supporting students with SEL and absenteesim	The counselor has supported Goal 7 by providing small group and individual SEL support to students. In addition, the counselor has supported goals 1, 2,3,4,5,6 by providing SEL lessons to students while teachers are released for PLC work.	Need additional counseling time/FTE to provide Tier 2/3 support to address students' SEL needs, as well as to provide SEL lessons to all students.

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

READING INTERVENTION SUPPORT WITH GUARANTEED AND VIABLE CURRICULUM- RETIRED TEACHERS

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, Fountas and Pinnell Leveled Literacy Intervention program, with proven improved outcomes will be implemented.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired Clsrm Teacher Hrly	--	--	09800-1189	Retired teachers provide direct Tier 2 reading support for students who	Retired teachers support students reading below	N/A	Activity was increased in the winter of 2022,

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SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				are not reading at grade level	grade level with literacy intervention/push in Tier 2 reading support		per SSC approval, to provide more support (via hours/additional weeks) in order to accelerate student literacy achievement.
Strategy/Activity 2							
*Strategy/Activity - Description							
IN SCHOOL RESOURCE TEACHER							
<p>The In-school Resource Teacher supports all students and teachers through collaboration to positively impact teacher effectiveness. The RT helps classroom teachers in planning and implementing differentiated instruction and supports for students (tier 1 instruction). The RT provides direct supplemental instruction (Tier 2) to individual and small groups of students and supports professional development (plan, organize, and facilitate) in both ELA and Math. The RT works directly with community partners, students, and families to enhance the school's instructional program, to 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.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Inschool Resource Tchr -	--	--	09800-1109	In school RT provides direct supplemental support in reading and math to students, PLC and planning support to teachers and Educational Specialists	In school RT supports academic achievement by providing push in/pull out Tier 2 literacy/math support to students as well as PLC and PD support to staff to build instructional capacity.	N/A	N/A
Strategy/Activity 4							
*Strategy/Activity - Description							
PROFESSIONAL LEARNING COMMUNITIES- COUNSELOR							
The school counselor will provide PLC release time for all teachers on a weekly basis. All teachers in grades TK-5 will participate in weekly PLC work with their grade level team that focuses on MTSS. Teams will analyze student literacy and language data connected to ELA professional learning focused on various components of the Balanced Literacy framework, discuss academic progress and needs of identified students and plan for implementation of intervention support and next steps for instruction.							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include	What is not working (ineffective	Modifications based on qualitative and

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	quantitative data.
School Counselor	--	--	09800-1210	Counselor provides PLC release time for teachers to plan for MTSS for students who are not reading at grade level	Counselor to provides support to staff around supporting students with SEL and absenteesim	The counselor has supported Goal 6 by providing small group and individual SEL support to students. In addition, the counselor has supported goals 1, 2,3,4,5,6 by providing SEL lessons to students while teachers are released for PLC work.	Need additional counseling time/FTE to provide Tier 2/3 support to address students' SEL needs, as well as to provide SEL lessons to all students.

Strategy/Activity 5

***Strategy/Activity - Description**

PROFESSIONAL LEARNING COMMUNITIES- VISITING TEACHERS

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All teachers in grades TK-5 and Special Education Resource Specialists will participate in supplemental PLCs. Included in this work is strategic implementation of professional learning and student data analysis on an ongoing basis throughout the school year. Professional learning in literacy will be focused on a balanced literacy framework, as well as the implementation of the GVC through a balanced literacy approach to support the closure of conceptual gaps indicated in our student performance data. All Grade Levels will use PLC time to analyze literacy assessment data 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.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting teachers provide PLC release time for teachers to plan MTSS for students	VTs have supported release time for teachers to gather student assessment data,	N/A	N/A

Horton Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				not reading at grade level	engage in PD, and PLC work to strengthen instructional practice.		

Goal 6 - Supporting Black Youth

Strategy/Activity 1

***Strategy/Activity - Description**

COUNSELOR

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 ILT 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 and lunchtime when most needed by students.

The counselor also provides Tier 1 instruction of SEL-based curriculum to support students, including Black Youth to acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. During the counselor-led Tier 1 lessons, teachers are released to meet in PLCS that focus on MTSS for students, including our Black Youth, in order to analyze student data, discuss attendance, academic, social-emotional, and behavioral needs and plan for implementation of intervention support.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

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					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
School Counselor -	--	--	09800-1210	Staff support planning and presenting workshops for parents around student academic support	Counselor to provides support to staff around supporting students with SEL and absenteesim	The counselor has supported Goal 7 by providing small group and individual SEL support to students. In addition, the counselor has supported goals 1, 2,3,4,5,6 by providing SEL lessons to students while teachers are released for PLC work.	Need additional counseling time/FTE to provide Tier 2/3 support to address students' SEL needs, as well as to provide SEL lessons to all students.

What are my leadership strategies in service of the goals?

Monitoring Instructional Content, Pedagogy and Student Engagement:

- Ensures that a guaranteed and viable curriculum is in place for every class/course.
- Ensures that all teachers are implementing a set of school-wide agreed upon instructional expectations

Targeted Professional Learning and Implementation:

- Focuses on creating a collaborative risk-taking environment for teachers and students.
- Leads an instructional leadership team committed to continuous improvement and aligns systems and structures for cultivating teacher leadership.

Organizational Leadership:

- Cultivates shared leadership and builds the capacity of their school teams, allowing the administrator to focus on student learning.