

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

[Addendum](#): Regulatory requirements and general instructions.

[Appendix D](#): Guiding Questions: Use as prompts (not limits).

[California School Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Horizon School Jose Ramirez, Ed.D. jose.ramirez@desertsands.us	33-67058-3330909	04/27/2023	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Schoolwide Plan

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

Horizon School is located in the city of La Quinta, California, a suburban desert community located in the Coachella Valley. It is home to nearly 450 students ranging from transitional kindergarten to twelfth grade. Horizon School is part of Desert Sands Unified School District Alternative Education Complex that offers five distinctive programs: 10th-grade Opportunity (credit recovery/intervention program), Children With Opportunity Program (CWOP intervention), TK-12 Independent Studies Virtual Academy, and a K-5 HomeSchool.

Each of the programs offered at Horizon School are open to students throughout Desert Sands Unified School District (DSUSD).

Our 10th-grade Opportunity program addresses nearly 40 students districtwide that have earned 20 credits or less, have poor attendance, and struggle to find success on a comprehensive high school campus. Students have the opportunity to earn up to 100 credits by the year's end. Many of these students are able to begin their junior year near or at pace with their peers. Our 11th-12 grade Opportunity program supports approximately 50 students that are credit deficient, poor attendance and have not been successful in a traditional high school environment.

Our Children With Opportunity Program (CWOP) provides students with an opportunity to recover credits and offers social-emotional support and counseling services in a small group setting and individual services.

Horizon's K-5 Home School program is home to approximately 20 families who have committed to taking ownership of their child's educational experience. Under the direction of Horizon's supervising teacher, parents provide instruction for their children.

Horizon's TK-12 A-G Virtual Independent Studies program services approximately 350 students representing a variety of student groups. Our virtual option meets AB-130's requirements for independent studies' daily instruction and daily interaction at the TK-3; weekly instruction with daily interaction at grades 4-8, and weekly instruction in grades 9-12. We offer daily intervention opportunities for all grade levels. Our high school course meets college entrance requirements (A-G).

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The SPSA was developed with input from the school Leadership Team, School Site Council, and other stakeholders. The actions and strategies within the 2023-2024 SPSA are intended to address the growing school population while increasing rigor and relevance across the curriculum.

Professional Development will include an emphasis on restorative practices, mindfulness, and trauma-based practices. Teachers will be trained in effective first/best teaching strategies along with best practices for English learners and students with disabilities.

Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

In reference to the 2022 CA Dashboard, Horizon has a 90.4.% graduation rate (medium) which indicates a 10% increase from the previous year. Also, in the category of English Language Arts, Horizon students are 49.2 points below standard in the "low" category.

ELA Dashboard data for the 2022 school year is now the baseline, so there is no comparison at this moment.
49.2 points below standard for all student
59.3 points below standard for Hispanic students

60.3 points below standard for Socioeconomically Disadvantaged students
16.1 points below standard for White
73.6 points below standard for English Learners

No performance levels for: African American, American Indian, and Two or More Races Graduation Rate
Graduation Rate Dashboard Data
90.4% graduation rate (medium)
92.6% for Hispanic students (high)
89.5% for Socioeconomically Disadvantaged students (medium)
No performance colors for: African American, American Indian, English Learners and Two or More Races

Mathematics Dashboard data for the 2022 school year is now the baseline, so there is no comparison at this moment.

89.7 points below standard for all student
98.5 points below standard for Hispanic students
100 points below standard for Socioeconomically Disadvantaged students
68.1 points below standard for White
111.2 points below standard for English Learners
137.4 point below standard for Students with Disabilities

No performance colors for: African American, American Indian, and Two or More Races.
No College and Career Readiness Performance Data available for the 2022 School Year

Suspension Rate:

1.3% suspended at least one day: Overall (low)
3.3% suspended at least one day: African American (medium)
3.8% suspended at least one day: Student with Disabilities (medium)
3.3% suspended at least one day: White (medium)
1.3% suspended at least one day: Socioeconomically Disadvantaged students (low)
.4% suspended at least one day: English Language Learners (very low)
1% suspended at least one day: Hispanic (very low)
0% suspended at least one day: Homeless (very low)
0% suspended at least one day: Two or more races (very low)

Chronic Absenteeism (K-8th Grades):

27.3% chronically absent: Overall (Very High)
36.3% chronically absent: English Learners (Very High)
30.3% chronically absent: Hispanics (Very High)
30.6% chronically absent: Socioeconomically Disadvantaged (Very High)
16% chronically absent: Students with Disabilities (High)
15.9% chronically absent: White (High)
No Performance level for Homeless, Two or More Races, African American, Asian, Filipino, or Foster Youth

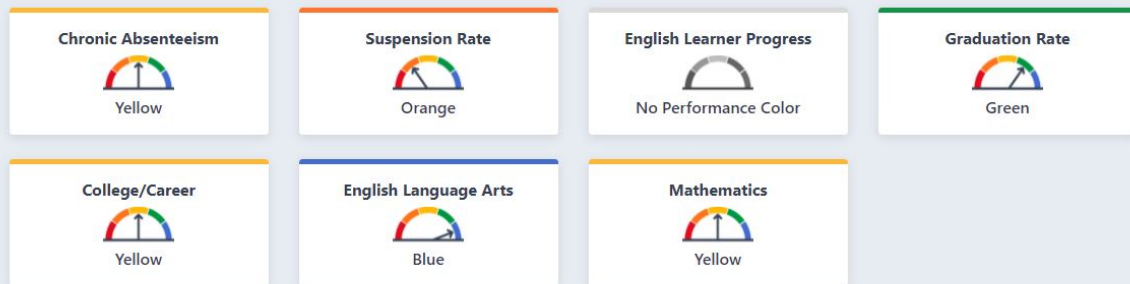
English Learner Progress Indicator

37.6% making progress towards English language proficiency
31.2% ELs who Progressed at least one ELPI level
6.4% ELs who Maintained ELPI Level 4
30.3% ELs who Maintained ELPI Level 1, 2L, 2H, 3L, 3H
32.1% ELs Who Decreased at least one ELPI Level

Horizon

Explore the performance of Horizon under California's Accountability System.

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 2019
 


Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

In reference to the CA Dashboard, the area of Greatest Need is Chronic Absenteeism (Very High at 23.7%). There was a 3.7% increase from the last reported year (2019).

Horizon offers five programs to DSUSD students. Two of the programs are focused on credit recovery and intervention: the Horizon Opportunity and CWOP (Children with Opportunity and Potential.) The Opportunity program is for 10th and 11th-grade students who are credit deficient and need additional academic and social-emotional support. The program is in a self-contained environment that consists of approximately a student-to-teacher ratio of 18:1. There are currently 100 students in this program. CWOP serves approximately 15 ninth through twelfth-grade students who are typically credit deficient and on the verge of expulsion. This program offers group and individual counseling services and therapy to students.

Horizon School has approximately 350 students in the Virtual Independent Studies program in K-12. There are about 95 grades TK-5 students, 96 grades 6-8, and 165 grades 9-12 students enrolled. There are an additional 12 students enrolled in Horizon School's Home School program.

An area of growth is to decrease the number of suspensions in our intervention programs. The majority of the suspensions are from the Horizon Opportunity program. The goal is to use early student identification and interventions with our Tier 2 and Tier 3 counselors through the Student Assistance Program (SAP.) Counselors will increase their interaction with students to support Social Emotional Learning (SEL). Students will be targeted based on student achievement, social-emotional concerns, etc.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Horizon School is working to address the performance gaps between student groups and the all students group. Measuring the gap between “ALL STUDENTS” and the student group “English Learners.” Our gaps exist in absenteeism, suspension rate, and college and career readiness.

To address the absenteeism performance gap, we are working on refining our tiered engagement system that includes identification, monitoring, and communication with students and their families. We are also strengthening out Tier II intervention supports.

To address the suspension rate, we have added an additional counselor to provide social-emotional support and assist in monitoring students. The suspensions are mostly from our opportunity programs due to substance abuse. We will be providing individual and group counseling.

To address the college and career readiness gap, we have worked to include more courses that meet college entrance requirements (A-G) and remove courses that do not meet the requirements. In addition, we are providing students with opportunities to access college and career information through college visits, presenters, and partnerships throughout the year. We plan on increasing our Dual Enrollment opportunities at Horizon School.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The comprehensive needs assessment involved examining data from the California School Dashboard; local assessments, including math and ELA, district benchmarks, grade distributions, teacher-created assessments, Panorama survey data, and conversations with the School Site Council (SSC), English Learner Advisory Committee (ELAC), Tier I and Tier II teams, MTSS team and other stakeholders.

The resource inequities identified was the lack of ELD materials being used (they are available but underutilized); limited opportunities for students to have in person interactions (virtual setting), limited course offerings of elective courses. Students also have limited access to science lab equipment in a virtual setting. There are limited socialization opportunities for virtual students

Newer staff that require district specific training and support. Another inequity that exists is limited technology at home, such as internet speed, devices, and peripherals.

Need Assessment - Educational Partner Involvement

SPSA Year: 2023-24

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

Horizon works in cooperation with stakeholders to solicit their input for the purpose of the SPSA. Students, staff parents, and community members have been apprised of the goals outlined in our SPSA and these goals have been developed and shared with our SSC. Due to the challenges presented by the COVID Pandemic, traditional events such as Back to School night have been modified to a virtual platform. Similarly, School Site Council has met virtually and in person; stakeholders have had the opportunity to partake in Panorama surveys to provide input and feedback to the school.

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

The SPSA continues to be examined and revised throughout the school year by the School Site Council and the site leadership team. California Dashboard data, district benchmark data, grade distribution analysis, and needs assessments were reviewed in various PLC subject and department groups, DELAC needs assessments and PIQE feedback were reviewed for input. Recommendations were formulated following full evaluation in the district-facilitated Site Leadership Tier I Leadership day.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	\$56,721
Total Centralized Services:	\$136,434
Total Supplemental Concentration Funds	\$164,421
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$221,142.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

- Create a college career going culture through school activities, events or experiences . Materials and supplies in support of programs and workshops for students and families. Includes extra duty to host College/Career events (virtual and in person), promote college incentives, and college/university visits.
- Provide extra-duty hours for staff, to help increase school to home communication in regards to student production, attendance and achievement. These efforts will support our Dashboard goals in increasing the number of College and Career Ready students, students who are chronically absent, and the number of parent engagement participants.
- Monies will also be used to support PLC training via available conferences/professional development opportunities.
- Instructional support materials will be purchased to provide equal access for all students enrolled in our PE, Music, Art, AVID, and Elective classes.
- Provide extra duty hours & sub coverage for certificated and classified staff to meet and discuss graduation requirements to support student achievement & progress towards graduation. Provide extra duty hours for the school counselor to discuss graduation requirements/expectations to promote student achievement. Upgrade educational programs by purchasing computers/technology, software, etc. Provide hardware and software for tiered intervention programs for at-risk students to become academically proficient. As well as provide a counseling/wellness center for students.
- Provide a temporary counselor to help facilitate MTSS tiered intervention, SSTs, student groups, mediation, and individual counseling.
- Upgrade educational programs by purchasing computers/technology, software, etc. Provide hardware and software for tiered intervention programs for at-risk students to become academically proficient. As well as provide a counseling/wellness center for students.
- Incentive field trips. Students earning a 3 or 4 and/or students who show up for each testing date and put forth a quality effort will be eligible to attend. Provide students with various activities and field trips to apply and learn content knowledge to real world applications. Students eligibility will be will be determined based student participation and/or growth on i-Ready, CAASPP, positive behavior via the MTSS process, reclassification, and other local assessments. (Includes transportation fees, admission fees, sub coverage, etc.)
- Extra-duty time to develop/apply newly adopted curriculum/texts (including supports for ELL) and alignment of Master Agreements to state standards. Monies will also be used to fund substitutes teachers to support standardized testing. School year Master Agreements (student assignments) will be aligned to state standards. Teachers will use this time to incorporate new tasks as they change via newly adopted texts/resources.

Provide 1/7ths for teachers to reduce class size, cover coverage in sections, and provide additional support for at-risk students. Intervention courses (zero and sixth-period intervention) to improve attendance, credit attainment, and increase the graduation rate. (Extra duty & sub coverage) Also, extra duty hours to monitor CTE courses and sequences to help improve College and Career Readiness indicator. This includes providing Before/During/After school reading and math interventions for students not meeting standards. And includes hiring tutors to help with intervention.

Extra duty and purchase materials in order to provide targeted support for students to address their social and emotional concerns. The targeted group is Horizon students who are in the range to graduate in 2022-2023.

Purchase relevant and current reading material for students to encourage outside reading and increase their connection to our school's library services. Monies will also be used to purchase any other materials/resources to support all library functions.

Provide a limited term Community Tech/Bil to provide parent/student communication to develop positive student/parent relationships, address chronic absenteeism and work with students to set goals for credit completion and graduation.

Provide Certificated Intervention Instructors to assist with SEL lessons and interventions for our independent study and opportunity programs.

Attend California Consortium for Independent Study Conference. CCI is the liaison for the California Department of Education who keeps the board apprised of state issues, legislative changes and compliance issues specific to independent studies programs. In addition, teachers will attend our local Ed Tech Google Summit and other related conferences.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	0.26%	0.48%	2	2	2
African American	2.7%	2.31%	3.14%	7	18	13
Asian	%	1.41%	0.72%		11	3
Filipino	%	0.64%	0%		5	0
Hispanic/Latino	66.0%	79.36%	74.88%	171	619	310
Pacific Islander	%	%	0%			0
White	25.5%	11.79%	14.25%	66	92	59
Multiple/No Response	5.0%	2.05%	4.11%	13	16	17
	Total Enrollment			259	780	414

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	13	54	13
Grade 1	12	62	20
Grade 2	12	56	18
Grade3	7	74	17
Grade 4	5	63	28
Grade 5	4	64	17
Grade 6	4	48	20
Grade 7	5	60	25
Grade 8	12	48	46
Grade 9	22	46	27
Grade 10	48	82	75
Grade 11	57	58	54
Grade 12	58	65	54
Total Enrollment	259	780	414

Conclusions based on this data:

1. There is not much change in enrollments in the three years. However, there is an increase each year. Our enrollment for the 2022-2023 school year was at approximately 450.

2. The 19-20 school year was positive as it showed increases at multiple grade levels: 3rd, 4th, 7th, 10th, 11th and 12th with the largest increases in grades 10 and 11. Horizon's overall enrollment increased from 198 to 237 (20% increase) from 18-19 to 19-20.
3. As of March 30, 2023, the current enrollment is 460 students, which was a drop from last school year. After the return this fall from school closures due to COVID, many parents and students have opted to continue learning through an online platform, which Horizon provides. Grade levels K-5 have 15-25 students per grade level. Grades 6-8 have 30-40 students per grade level. Grades 9-12 have between 25-40 students per grade level. This surging enrollment has required a substantial increase in staff to serve the students' needs.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	11	148	62	4.20%	19.0%	15.0%
Fluent English Proficient (FEP)	65	120	69	25.10%	15.4%	16.7%
Reclassified Fluent English Proficient (RFEP)	4			36.4%		

Conclusions based on this data:

1. According to the data above, Horizon has less EL learners due to an effort over the last few years to reclassify. No students were reclassified for the 19-20 school year due to the pandemic. There were 4 students who reclassified in the 2020-2021 school year.
2. As of November 30, 2021-22, Horizon has 148 English Learners, 24 IFEP students, and 106 RFEP students. English Learners comprise 19% of the student population. There are 52 English Learners at Horizon School. 30 students in the independent study program and 22 in the Opportunity program.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8	73		0	71		0	70		0.0	97.3	
Grade 4	5	59		0	51		0	51		0.0	86.4	
Grade 5	4	55		0	53		0	53		0.0	96.4	
Grade 6	*	57		0	47		0	46			82.5	
Grade 7	4	74		0	64		0	63		0.0	86.5	
Grade 8	14	61		0	54		0	54		0.0	88.5	
Grade 11	54	86		48	69		48	69		88.9	80.2	
All Grades	92	465		48	409		48	406		52.2	88.0	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2372.			14.29			8.57			22.86			54.29	
Grade 4		2411.			13.73			17.65			11.76			56.86	
Grade 5		2456.			11.32			16.98			24.53			47.17	
Grade 6		2488.			17.39			10.87			26.09			45.65	
Grade 7		2529.			6.35			33.33			31.75			28.57	
Grade 8		2505.			11.11			14.81			31.48			42.59	
Grade 11	2630.	2555.		33.33	20.29		37.50	24.64		18.75	23.19		10.42	31.88	
All Grades	N/A	N/A	N/A	33.33	13.55		37.50	18.47		18.75	24.63		10.42	43.35	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.86			55.71			31.43	
Grade 4		11.76			68.63			19.61	
Grade 5		11.32			66.04			22.64	
Grade 6		17.39			41.30			41.30	
Grade 7		4.76			66.67			28.57	
Grade 8		13.21			52.83			33.96	
Grade 11	33.33	25.00		56.25	48.53		10.42	26.47	
All Grades	33.33	13.86		56.25	57.18		10.42	28.96	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.71			42.86			51.43	
Grade 4		6.12			51.02			42.86	
Grade 5		11.32			41.51			47.17	
Grade 6		10.87			41.30			47.83	
Grade 7		14.52			59.68			25.81	
Grade 8		7.69			46.15			46.15	
Grade 11	41.67	19.12		39.58	51.47		18.75	29.41	
All Grades	41.67	11.00		39.58	48.00		18.75	41.00	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.57			68.57			22.86	
Grade 4		4.00			78.00			18.00	
Grade 5		15.09			66.04			18.87	
Grade 6		10.87			69.57			19.57	
Grade 7		11.11			79.37			9.52	
Grade 8		13.21			67.92			18.87	
Grade 11	6.25	10.29		83.33	67.65		10.42	22.06	
All Grades	6.25	10.42		83.33	70.97		10.42	18.61	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.00			58.57			31.43	
Grade 4		7.84			62.75			29.41	
Grade 5		7.55			52.83			39.62	
Grade 6		10.87			63.04			26.09	
Grade 7		11.11			74.60			14.29	
Grade 8		9.43			64.15			26.42	
Grade 11	31.25	17.65		62.50	55.88		6.25	26.47	
All Grades	31.25	10.89		62.50	61.63		6.25	27.48	

Conclusions based on this data:

1. CAASPP ELA Student Performance Data analysis:
 We are using 21-22 data as our baseline; there is no data for students grades 3-6. We had an increase of 3 % above average
 2. In 8th grade there was a 5% increase in students who exceeded standard, nearly an 18% increase in those who met standard, more than a 2% increase in those who nearly met standard and a 17% improvement in those who did not meet standard
 3. In 11th grade, there was nearly a 5% increase in students meeting standard, a 1.5% increase in those who met standard and a small improvement of those not meeting standard (.23%)
 4. Overall, there was an 8% increase in students who exceed standard, almost a 5% increase in students who met standard, and almost a 13% increase in those not meeting standard.

2. 5. There was a 43-point increase in 7th grade mean scores, a 73-point increase amongst 8th graders, and a 13-point increase in 11th grade
 There is consistency in the percentage of students tested over the three years.
 *Horizon needs to focus on 7th-grade test participation. In 18-19, only 75% of Horizon's 7th graders tested. Horizon aspires to reach at least 95% in each of the grade levels.
 We must continue to find ways to reach the 95% state expectation in terms of participation. *Horizon needs to focus on 7th-grade test participation. In 18-19, only 75% of Horizon's 7th graders tested. Horizon aspires to reach at least 95% in each of the grade levels.

3. Fall 2021 i-Ready Reading data indicates that 5% of the students are above grade level, 35% are on grade level, 26% are 1 grade level below, and 34% are 2 or more grade levels below. With 60% of the student population below grade level, best first instruction and early intervention will be essential this year. It is likely that the burgeoning enrollment as well as learning loss due to distance learning challenges both explain the achievement gaps Horizon now encounters.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8	73		0	71		0	71		0.0	97.3	
Grade 4	5	59		0	51		0	51		0.0	86.4	
Grade 5	4	55		0	53		0	53		0.0	96.4	
Grade 6	*	57		0	46		0	46			80.7	
Grade 7	4	74		0	63		0	62		0.0	85.1	
Grade 8	14	61		0	52		0	52		0.0	85.2	
Grade 11	54	85		48	69		48	68		88.9	81.2	
All Grades	92	464		48	405		48	403		52.2	87.3	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2384.			7.04			19.72			19.72			53.52	
Grade 4		2410.			7.84			13.73			23.53			54.90	
Grade 5		2432.			7.55			5.66			15.09			71.70	
Grade 6		2462.			10.87			8.70			28.26			52.17	
Grade 7		2480.			4.84			14.52			29.03			51.61	
Grade 8		2455.			3.85			1.92			26.92			67.31	
Grade 11	2562.	2498.		6.25	2.94		20.83	11.76		29.17	19.12		43.75	66.18	
All Grades	N/A	N/A	N/A	6.25	6.20		20.83	11.41		29.17	22.83		43.75	59.55	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.68			39.44			47.89	
Grade 4		10.00			34.00			56.00	
Grade 5		9.43			26.42			64.15	
Grade 6		8.70			28.26			63.04	
Grade 7		4.84			51.61			43.55	
Grade 8		0.00			51.92			48.08	
Grade 11	14.58	2.94		47.92	33.82		37.50	63.24	
All Grades	14.58	6.97		47.92	38.31		37.50	54.73	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.90			36.62			46.48	
Grade 4		5.88			37.25			56.86	
Grade 5		3.77			45.28			50.94	
Grade 6		8.70			43.48			47.83	
Grade 7		1.61			51.61			46.77	
Grade 8		1.92			46.15			51.92	
Grade 11	14.58	11.76		70.83	50.00		14.58	38.24	
All Grades	14.58	7.69		70.83	44.42		14.58	47.89	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.63			66.20			28.17	
Grade 4		13.73			37.25			49.02	
Grade 5		5.66			39.62			54.72	
Grade 6		10.87			50.00			39.13	
Grade 7		4.84			67.74			27.42	
Grade 8		1.92			57.69			40.38	
Grade 11	4.17	5.88		75.00	63.24		20.83	30.88	
All Grades	4.17	6.70		75.00	55.83		20.83	37.47	

Conclusions based on this data:

- CAASPP Math Student Performance Data analysis:
50 point increase in 11th grade Math mean scores among 11th graders (bulk of our population).
*From 17-18 to 18-19, there were increases in Math mean scores at each grade level:

1. 7th grade realized a 39 point increase
2. 8th grade realized a 75.5 point increase
3. 11th grade realized a 7 point increase

We have reduced the number of students not meeting standards by 10% (11th grade).

*From 17-18 to 18-19, there were a number of improvements at each grade level:

1. 7th grade: nearly a 17% increase in students meeting standard; nearly a 17% improvement in students not meeting standard
2. 8th grade: nearly an 8% increase in students meeting standard; nearly a 9% increase in students nearly meeting standard; a 6.25% improvement in students not meeting standard
3. 11th grade: a 6.5% increase in students nearly meeting standard and a 6.25% improvement in students not meeting standard
4. Overall: an 8.35% increase in students meeting standard; a 9.7% increase in student nearly meeting standards; a 12.5% improvement in students not meeting standard

Potentially, we need to provide supports for 8th grade Math. Students nearing standard has declined and students not meeting standards increased.

*in 18-19, 8th grade math showed significant growth. The additional supports in math (LMS) contributed to growth.

2. Fall 2021 i-Ready Math data indicates that 1% of the students are above grade level, 23% are on grade level, 34% are 1 grade level below, and 42% are 2 or more grade levels below. With 76% of the student population below grade level, best first instruction and early intervention will be essential this year. It is likely that the expanding enrollment and learning loss both explain the achievement gaps Horizon now encounters in math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1411.5		*	1425.9		*	1377.7		*	12	
2		1451.9			1457.3			1446.0			13	
3		1459.3			1450.9			1466.9			15	
4		1512.4			1528.5			1496.0			12	
5		1557.9			1577.9			1537.2			11	
6		1530.5			1525.8			1534.8			12	
7		1544.1			1545.8			1542.0			13	
8	*	1536.5		*	1533.3		*	1539.4		*	12	
9	*	*		*	*		*	*		4	6	
10	*	*		*	*		*	*		*	8	
11	*	*		*	*		*	*		*	7	
12	*	*		*	*		*	*		*	*	
All Grades										13	134	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33		*	41.67		*	25.00		*	25.00		*	12	
2		15.38			0.00			53.85			30.77			13	
3		0.00			6.67			73.33			20.00			15	
4		16.67			33.33			50.00			0.00			12	
5		54.55			18.18			27.27			0.00			11	
6		25.00			50.00			8.33			16.67			12	
7		25.00			33.33			33.33			8.33			12	
8	*	8.33		*	33.33		*	58.33		*	0.00		*	12	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	15.38	15.91		38.46	28.03		38.46	40.15		7.69	15.91		13	132	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33		*	41.67		*	25.00		*	25.00		*	12	
2		15.38			15.38			53.85			15.38			13	
3		0.00			53.33			20.00			26.67			15	
4		50.00			41.67			8.33			0.00			12	
5		72.73			27.27			0.00			0.00			11	
6		50.00			25.00			16.67			8.33			12	
7		41.67			25.00			33.33			0.00			12	
8	*	25.00		*	33.33		*	33.33		*	8.33		*	12	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	23.08	26.52		53.85	37.88		15.38	25.00		7.69	10.61		13	132	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00		*	25.00		*	50.00		*	25.00		*	12	
2		0.00			15.38			30.77			53.85			13	
3		0.00			6.67			53.33			40.00			15	
4		0.00			25.00			33.33			41.67			12	
5		18.18			27.27			18.18			36.36			11	
6		8.33			33.33			50.00			8.33			12	
7		8.33			16.67			50.00			25.00			12	
8	*	8.33		*	25.00		*	41.67		*	25.00		*	12	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	15.38	4.55		7.69	19.70		46.15	43.18		30.77	32.58		13	132	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	16.67		*	66.67		*	16.67		*	12	
2		7.69			61.54			30.77			13	
3		6.67			66.67			26.67			15	
4		66.67			33.33			0.00			12	
5		54.55			45.45			0.00			11	
6		0.00			83.33			16.67			12	
7		8.33			58.33			33.33			12	
8	*	16.67		*	83.33		*	0.00		*	12	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	17.42		61.54	65.15		38.46	17.42		13	132	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33		*	50.00		*	41.67		*	12	
2		15.38			69.23			15.38			13	
3		26.67			53.33			20.00			15	
4		50.00			41.67			8.33			12	
5		90.91			9.09			0.00			11	
6		58.33			33.33			8.33			12	
7		66.67			33.33			0.00			12	
8	*	33.33		*	50.00		*	16.67		*	12	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	84.62	39.23		7.69	47.69		7.69	13.08		13	130	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33		*	75.00		*	16.67		*	12	
2		0.00			53.85			46.15			13	
3		0.00			40.00			60.00			15	
4		8.33			41.67			50.00			12	
5		18.18			45.45			36.36			11	
6		8.33			41.67			50.00			12	
7		8.33			66.67			25.00			12	
8	*	16.67		*	33.33		*	50.00		*	12	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	15.38	8.33		46.15	46.97		38.46	44.70		13	132	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00		*	72.73		*	27.27		*	11	
2		15.38			38.46			46.15			13	
3		0.00			73.33			26.67			15	
4		8.33			66.67			25.00			12	
5		36.36			54.55			9.09			11	
6		25.00			66.67			8.33			12	
7		9.09			81.82			9.09			11	
8	*	0.00		*	100.00		*	0.00		*	12	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	15.38	9.45		53.85	68.50		30.77	22.05		13	127	

Conclusions based on this data:

1. ELPAC scores have not been uploaded in the Dashboard.

2. As of November 30, 11 students have taken the Initial ELPAC: 7 were identified as Novice English Learners, 3 were identified as Intermediate English Learners, and 1 student was Initial Fluent English Proficient. Of students who took the ELPAC in 20-21, 21 students were Level 1, 35 were Level 2, 37 were Level 3, and 14 were Level 4. The EL population at Horizon has varied proficiency levels and needs that staff will need to effectively address.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
780	77.7	19.0	0.9
Total Number of Students enrolled in Horizon School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	148	19.0
Foster Youth	7	0.9
Homeless	13	1.7
Socioeconomically Disadvantaged	606	77.7
Students with Disabilities	65	8.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	2.3
American Indian	2	0.3
Asian	11	1.4
Filipino	5	0.6
Hispanic	619	79.4
Two or More Races	16	2.1
Pacific Islander		
White	92	11.8

Conclusions based on this data:

1. Analysis of Dashboard Student Population data:
The student population is consistent with the district's demographics (79.4% Hispanic)
Compared to many schools in our district, we have a low number of English Learners (19%)
2. As of March 30, 2023, DSUSD Data Warehouse data indicates that of the 452 students, 52 are English Learners, 34 are Students with Disabilities, and 326 are Hispanic. Horizon does now have a small number of homeless (9), foster (1) , and migrant students.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	Graduation Rate Medium	Suspension Rate Low
Mathematics Low	Chronic Absenteeism Very High	
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Chronic absenteeism is Very High. Preliminary data showed that Horizon should have at least a ten percent improvement in the area of chronic absenteeism.
*Horizon school maintained in the area of chronic absenteeism. We remained at the level of orange which is now measured as very high.

2. Horizon's suspension rate has declined more than 50% based on preliminary data.
*Horizon school maintained in the campus climate/suspension area. We remained at the orange level, which is now measured as low.

3. Although 17/18 indicator shows Math results in red, there have been significant gains. 18/19 data should result in the indicator moving over at least one color (positively). Chronic absenteeism, ELA, Math and suspension rate data expected to move one color (positively).
*18/19 data realized significant improvements in the areas of ELA, Graduation rate, Math and College and Career Readiness when compared to 17-18:
 1. ELA students improved from yellow to blue
 2. Graduation rates improved from orange to green
 3. Math achievement improved from red to yellow
 4. College and Career Readiness indicator improved from red to yellow

The 2022 Fall Data is as follows:
Graduation rate is at Medium.
College and Career Readiness was not measured
Fall 2021 i-Ready Reading and Math data both indicate that a majority of students are below grade level -- 60% in Reading and 76% in Math. This data are consistent with what other schools in the district are encountering. Best first instruction and early intervention are essential.

School and Student Performance Data

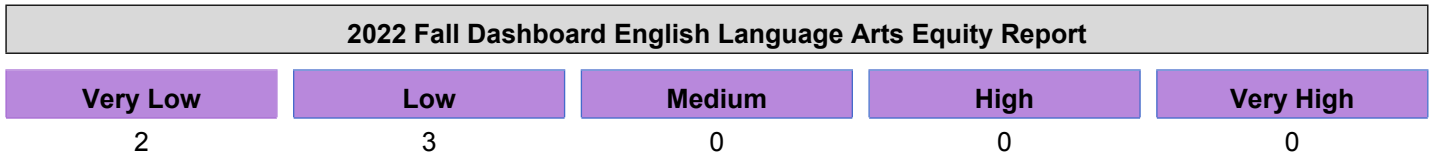
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

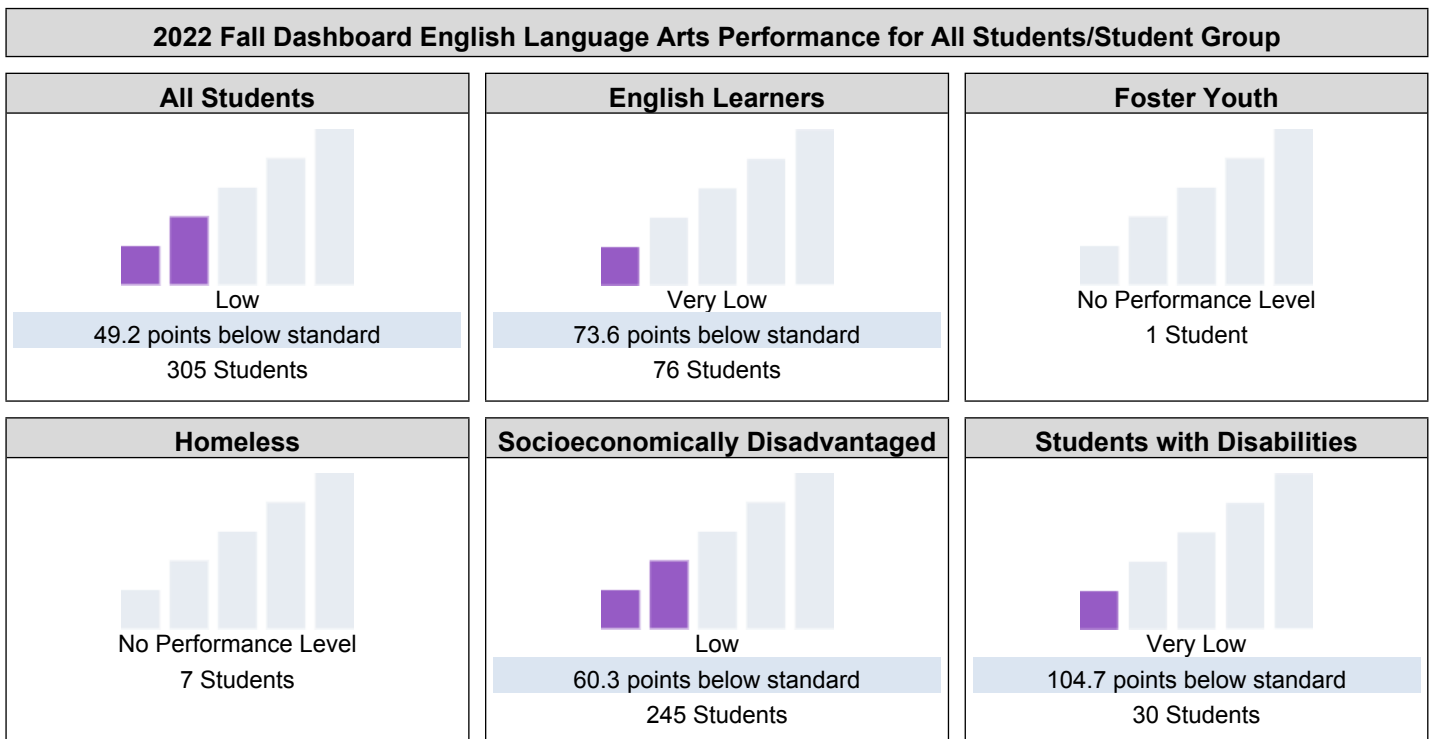
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



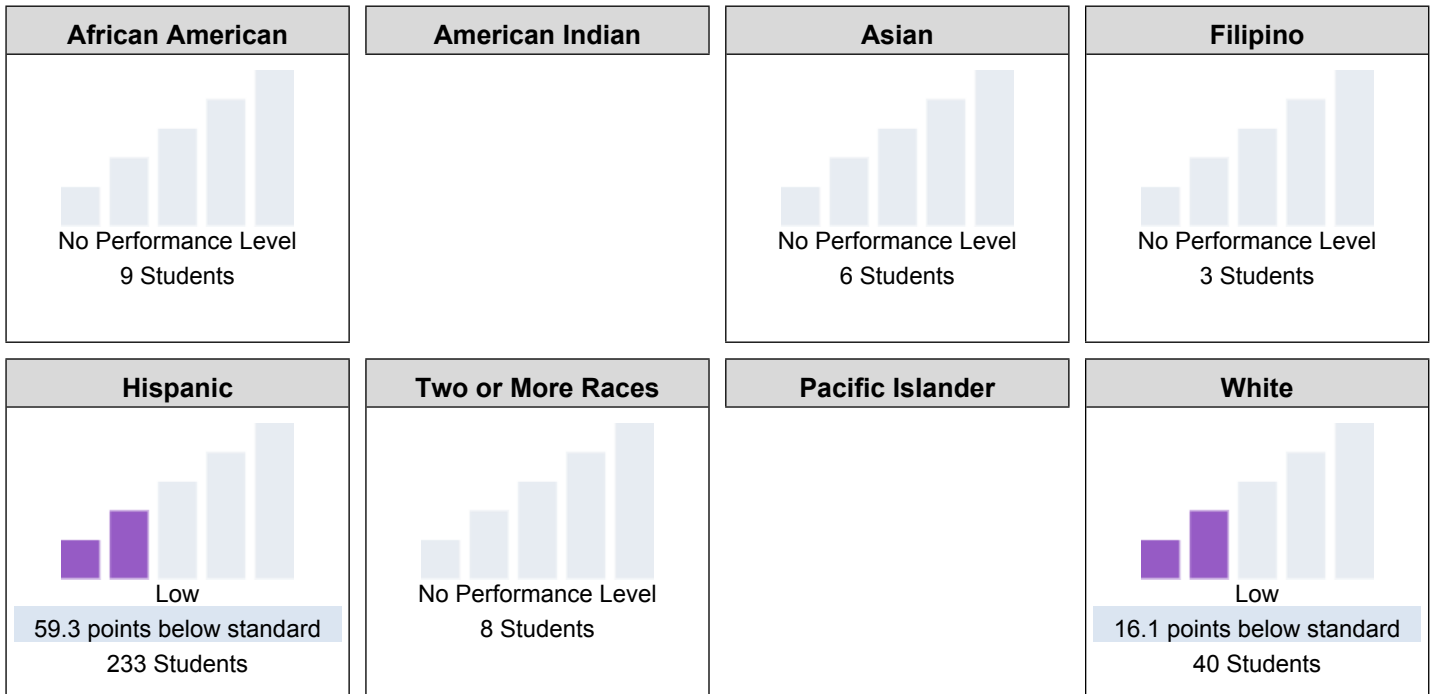
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
123.5 points below standard	11.8 points above standard	48.9 points below standard
48 Students	28 Students	204 Students

Conclusions based on this data:

- Dashboard ELA Student Performance Data analysis:

Hispanic students make up over 70% of our population. As a group, they are operating above standard (10.5 points above standard).

*Conclusions based on the above data. There were increases among every significant subgroup (all students, SED students, Hispanic students, White students and EL students):

 - Among all students, there was a significant increase of 70 points
 - SED students improved significantly-76.2 points
 - Hispanic students improved significantly-51.9 points
 - White students increase significantly-113.9 points
 - EL students increased significantly-72.5 points
 - All students operating above standard (all significant subgroups)

All Horizon students are operating above standard (1.4 points above).

Horizon supports our EL learners by providing specialized instruction for any level 1-3 EL student.

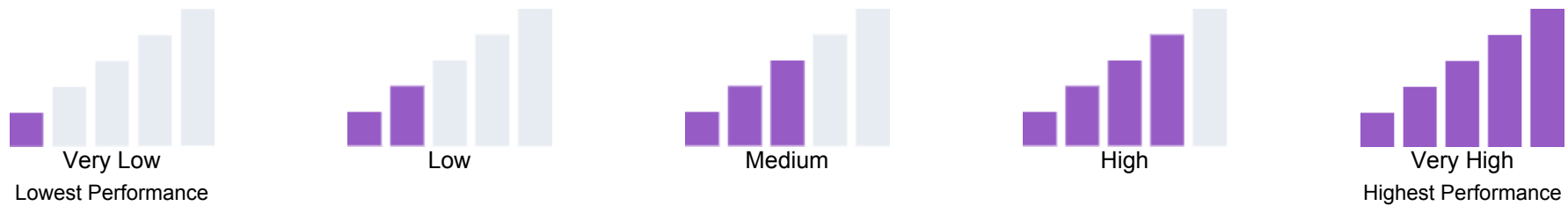
2. Fall 2021 i-Ready Reading data indicates that 5% of the students are above grade level, 35% are on grade level, 26% are 1-grade level below, and 34% are 2 or more grade levels below. With 60% of the student population below grade level, best first instruction and early intervention will be essential this year. It is likely that the burgeoning enrollment, as well as learning loss due to distance learning challenges both explain the achievement gaps Horizon now encounters.

School and Student Performance Data

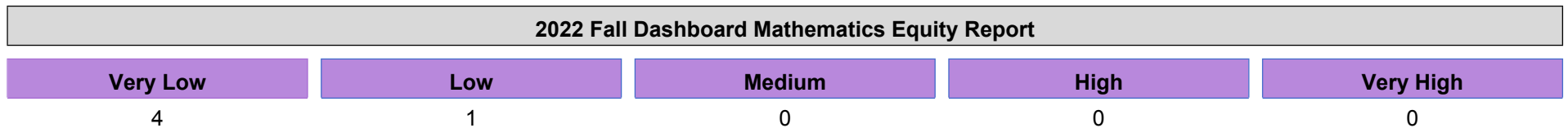
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

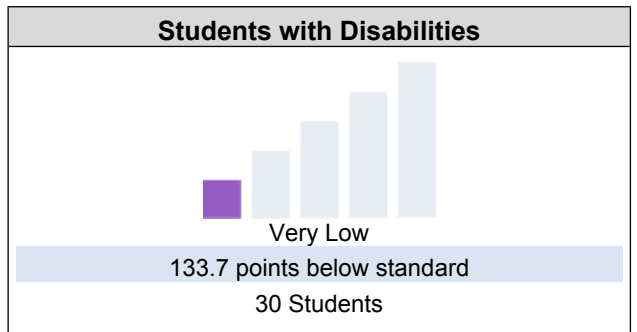
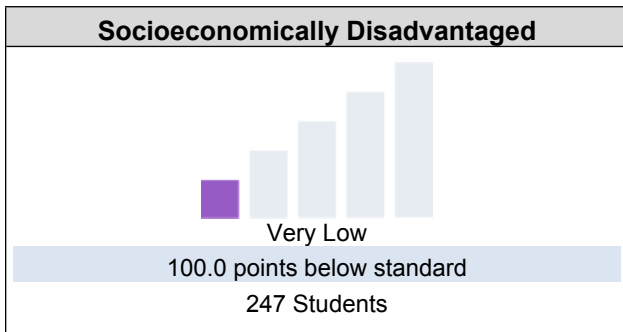
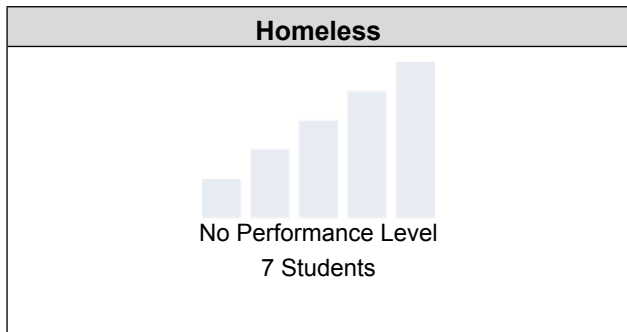
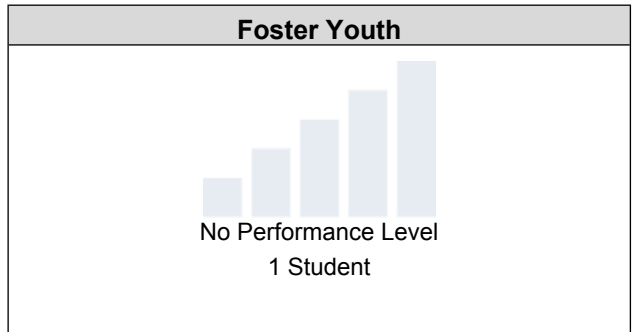
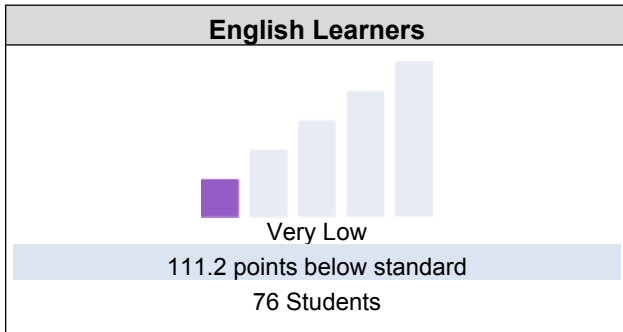
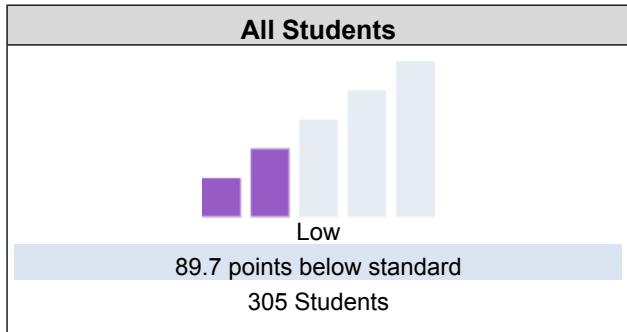


This section provides number of student groups in each level.

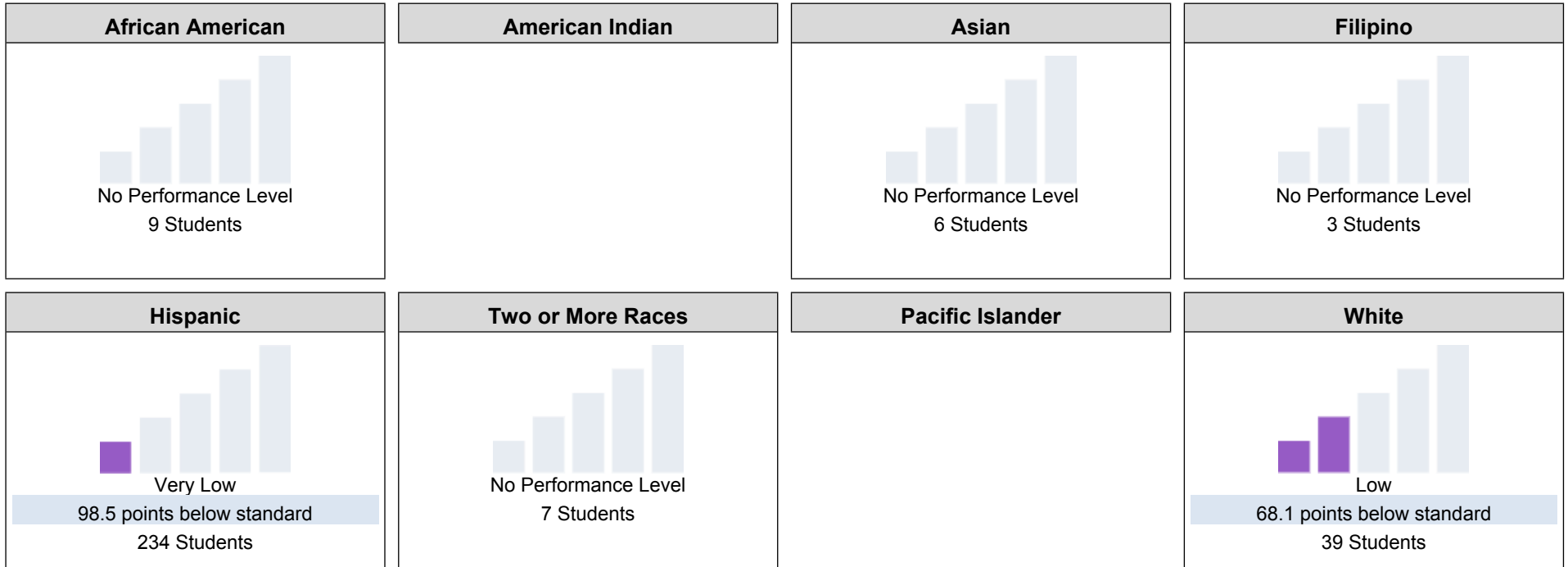


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
142.9 points below standard 48 Students	56.9 points below standard 28 Students	86.5 points below standard 204 Students

Conclusions based on this data:

- Dashboard Math Student Performance Data analysis:
Significant increases in Math can be directly attributed to the Math laboratories that provide direct instruction (each week) and the tutoring opportunities that are built into the school day to support struggling students in this area.

There has been increased access in our intervention program to grade-level curriculum.

*Comparisons and Increases from 17-18 to 18-19. There were significant increases among each significant subgroup (All students, Hispanic students, White students, and EL students):

1. All students: There was a significant increase of 53.6 points
2. Hispanic students: There was a significant increase of 33.8 points
3. White students: There was a significant increase of 114.9 points
4. EL students: There was a significant increase of 56.6 points
5. Although there were significant increases at all levels, each subgroup is operating below standard.

2. Fall 2021 i-Ready Math data indicates that 1% of the students are above grade level, 23% are on grade level, 34% are 1 grade level below, and 42% are 2 or more grade levels below. With 76% of the student population below grade level, best first instruction and early intervention will be essential this year. It is likely that the expanding enrollment and learning loss both explain the achievement gaps Horizon now encounters in math.

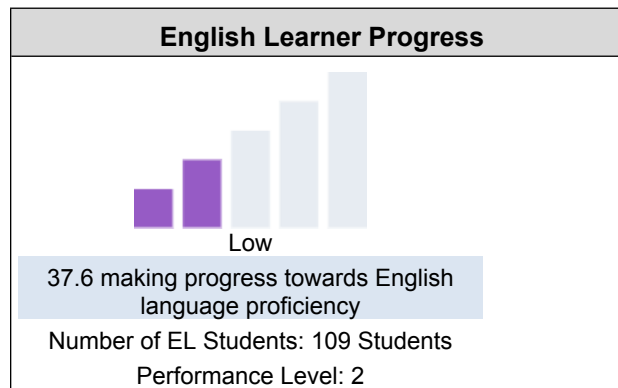
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32.1%	30.3%	6.4%	31.2%

Conclusions based on this data:

1. Prior to school closures due to COVID, Horizon exceeded the state average of Moderately Developed students by 15%. Horizon exceeded the state in level 3 and 4 students by 12%. Horizon had 8% fewer students who are Somewhat Developed when compared to the state... Horizon had 3% less students who score in the beginning stages.
There was no ELPAC testing during the 19-20 school year

2. As of November 30, 2021-22, Horizon has 148 English Learners, 24 IFEP students, and 106 RFEP students. English Learners comprise 19% of the student population. English learners are not performing as well as the ALL student group. Fall 2021 i-Ready Reading data indicates that 0% of the students are above grade level, 18% are on grade level, 21% are 1-grade level below, and 61% are 2 or more grade levels below. With 82% of the EL student population below grade level, best first instruction and early intervention will be essential this year. Integrated ELD throughout the day and designated ELD during the protected time will be crucial to closing the achievement gaps.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Based on the data above, we have not done well in this area. We have allocated funding and opportunities to increase student exposure to CTE and university campuses, to work to increase the number of students taking the PSAT and SAT and the number of students completing college applications.

*Marked increases from 2018 to 2019's graduating class. Horizon moved from a red indicator to a yellow indicator in one year (2 colors increase):

1. All students increased 8.6%
2. SED students increased 5.4%
3. Hispanic students increased 15.2%
- 4 White students declined 8.7%

From 2018 to 2019's graduating class the data revealed the following:

1. There was an 8.5% increase in students who were prepared
2. There was a 1.2% increase in students who were approaching
3. There was a 9.8% improvement in students who were not prepared

Horizon went from five Golden State Merit recipients to 13 in one year. This has contributed to the growth in the College and Career Readiness area. *In the 2019-2020 school year, Horizon increased the number of Golden State Merit recipients to 15.

Although Horizon has made strides in this area, Hispanic students revealed a -7.3% decline.

*Again, in 2018-2019, White students decline 8.7%.

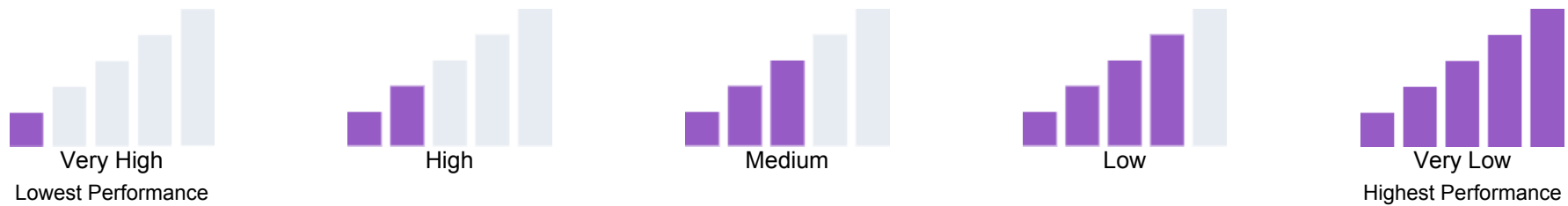
2. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

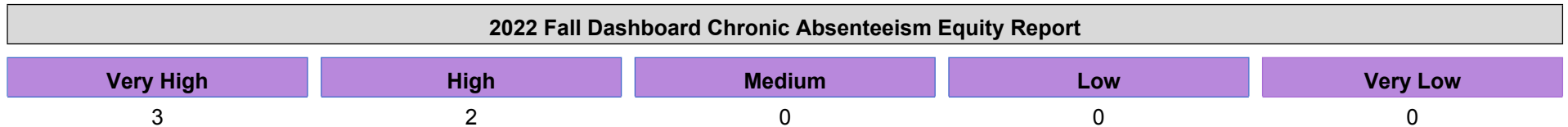
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

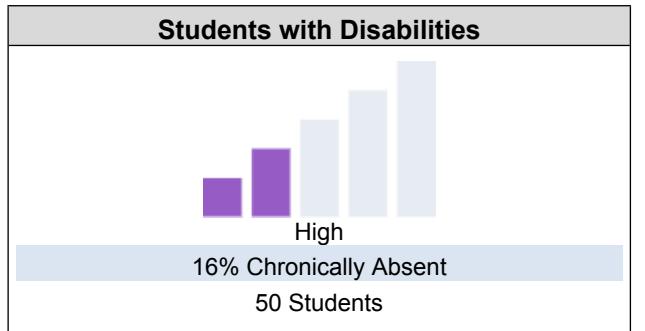
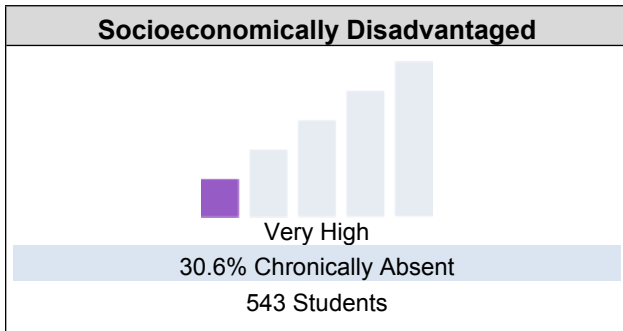
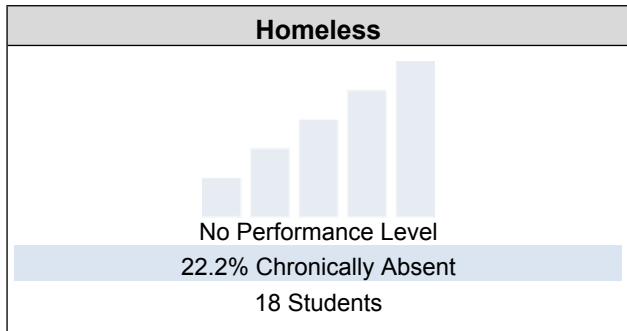
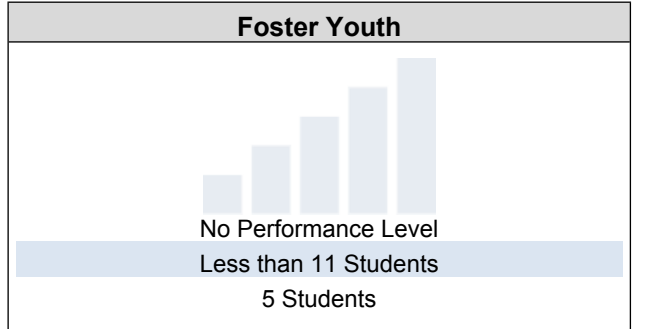
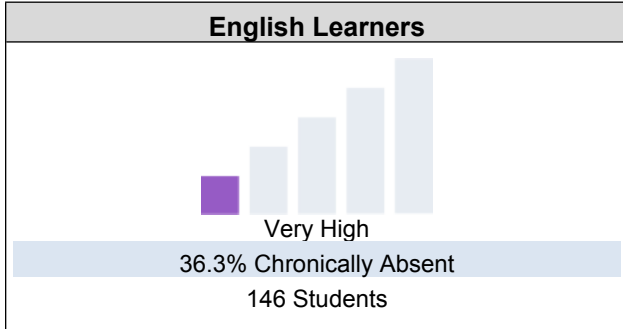
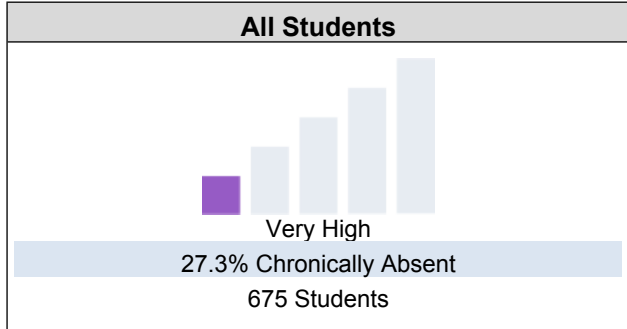


This section provides number of student groups in each level.

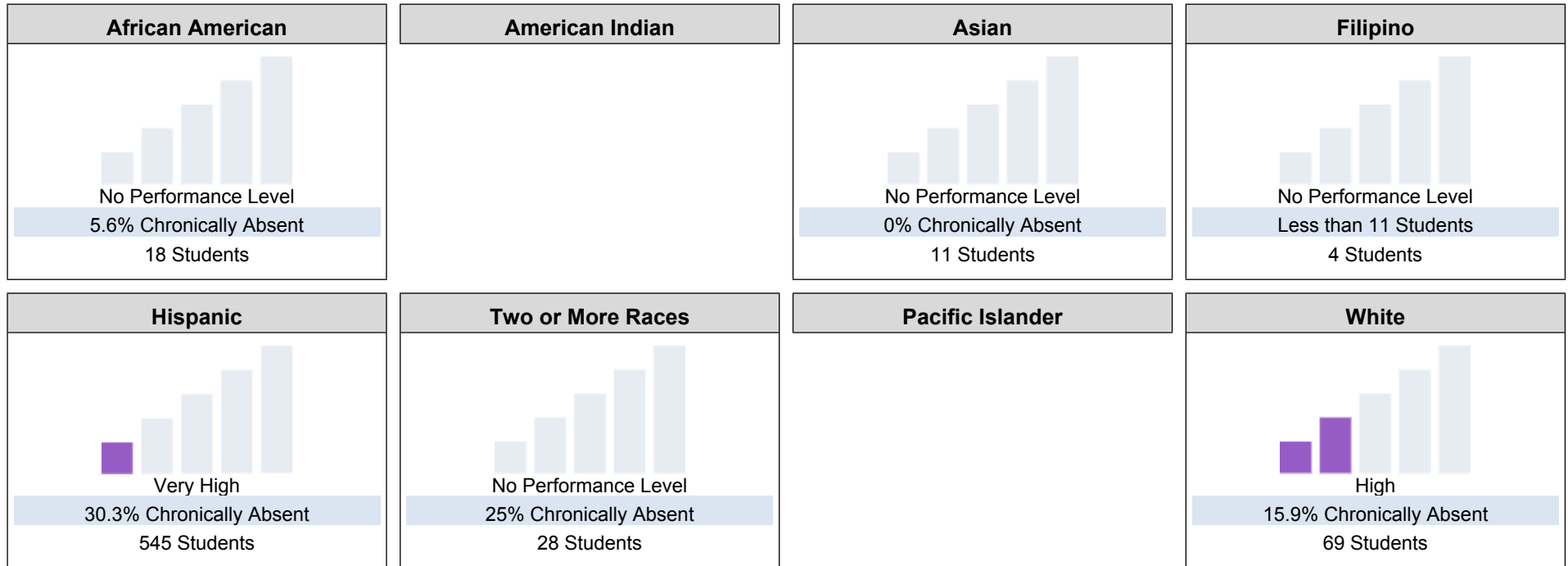


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Dashboard Chronic Absenteeism analysis:

During the 18/19 school year, we have a plan to address our 9-12 Independent Studies chronic absenteeism rate. First, students who are failing will be required to attend tutoring sessions. If they do not accept the intervention, they will return to their home school. Second, previously we kept students for an entire semester who were not performing at a minimal level for an entire semester. Now, we will review their progress each quarter and then move them back to their home schools if they are not performing (early intervention).

The 9-12 chronic absenteeism may be a bit skewed. Included in the calculation is our tenth-grade intervention program that services a group of 38 students most of which have done poorly academically and most have had chronic attendance issues.

*Horizon's efforts to decrease the number of chronically absent students were a success for each subgroup:

1. All students: there was an 11.3% improvement
2. SED students: 13.7% improvement
3. Hispanic students: 8.6% improvement

Area of Improvement:

1. White students: 15.9% decline

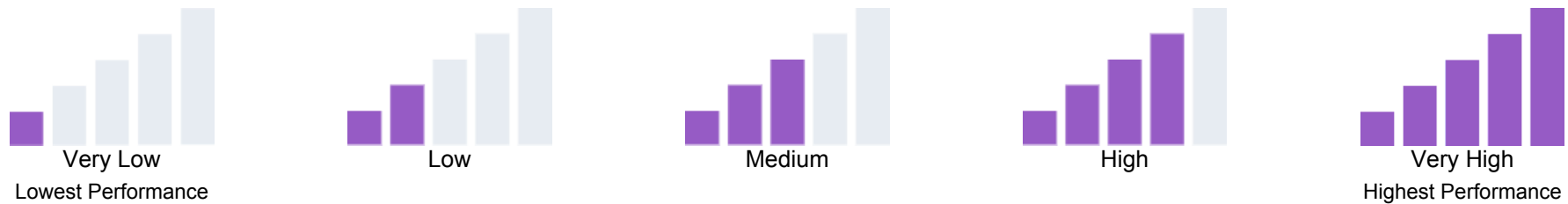
*Our Chronic Absenteeism Indicator improved from red to orange

2. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. A school priority is to start the tiered engagement process from the beginning so we can monitor students who are absent or for independent studies, not turning in work.

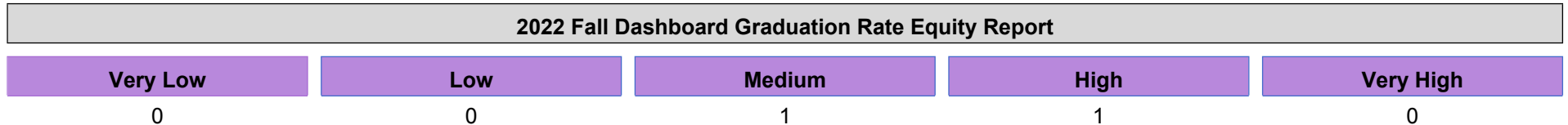
School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

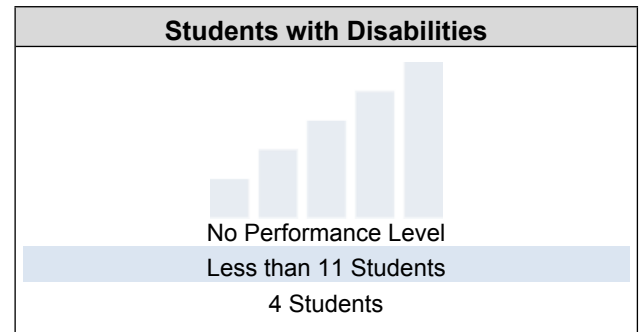
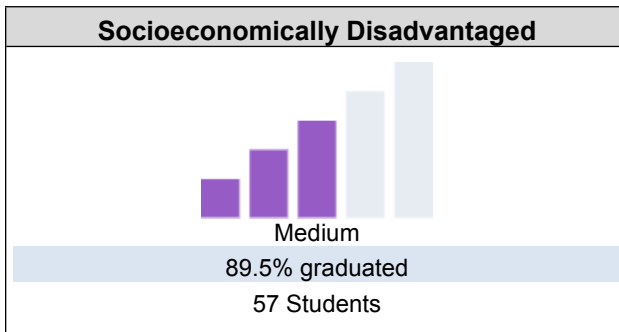
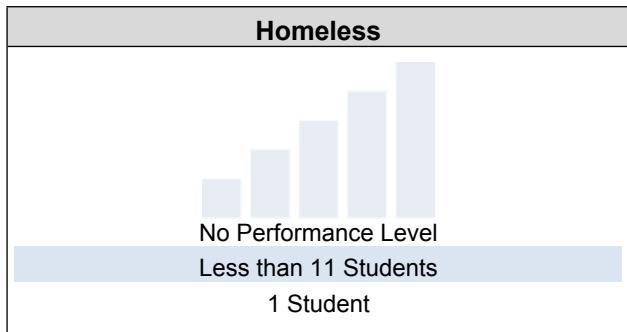
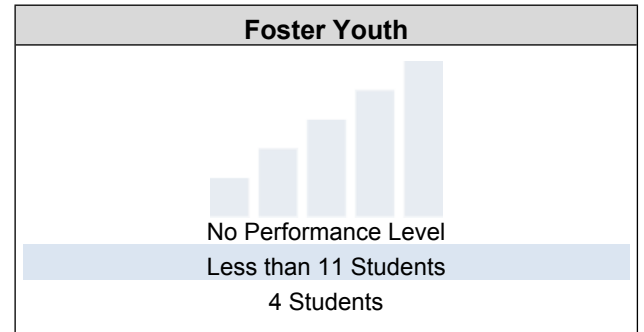
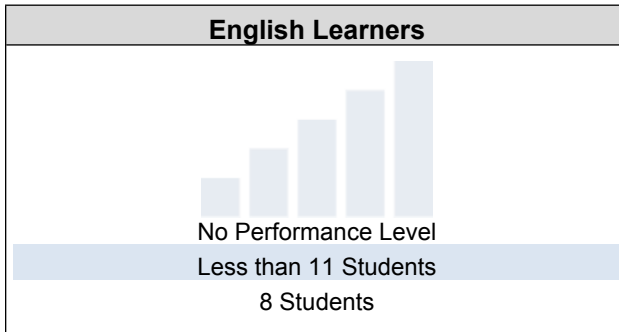
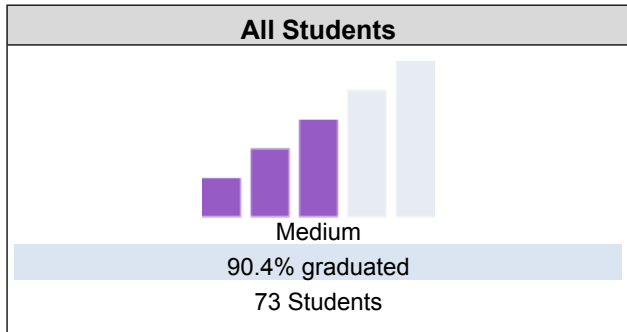


This section provides number of student groups in each level.

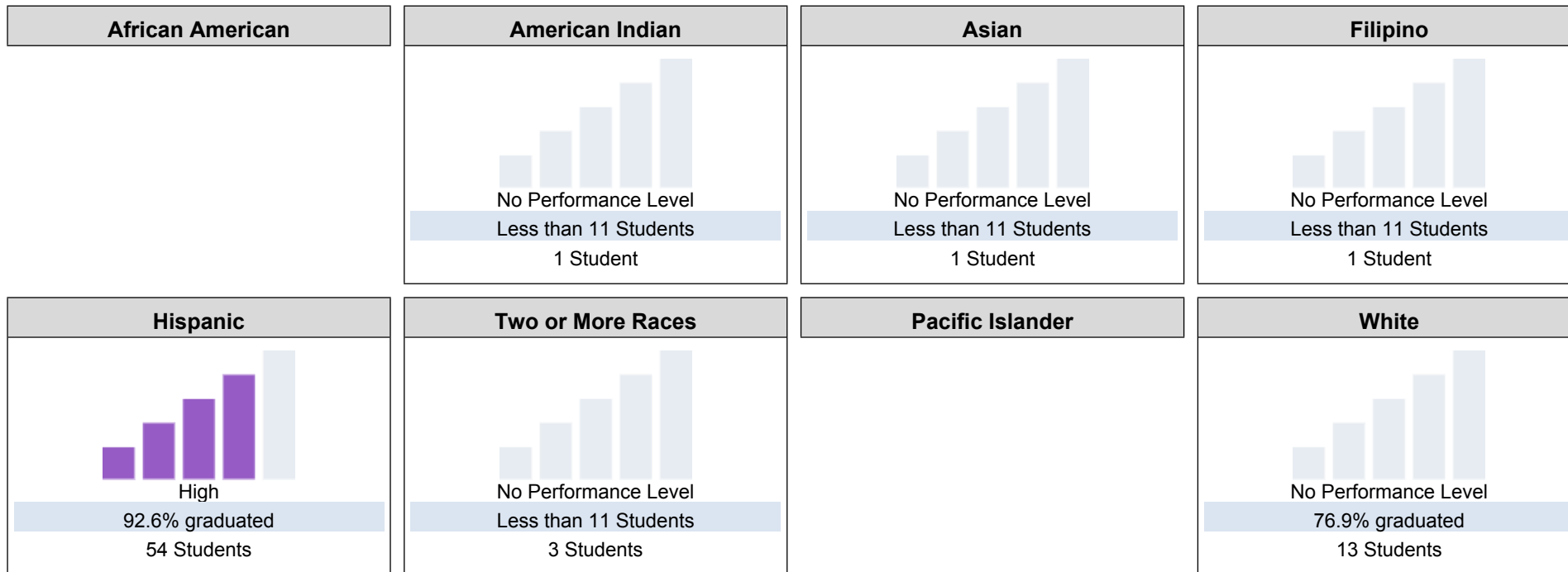


This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

- Performance indicator colors increased two colors from orange to green

82.8% graduation rate (improved more than 2 percent)

Increased 2.4% for all students

Increased 1.6% for Hispanic students

Increased 9.8% for Socioeconomically Disadvantaged students

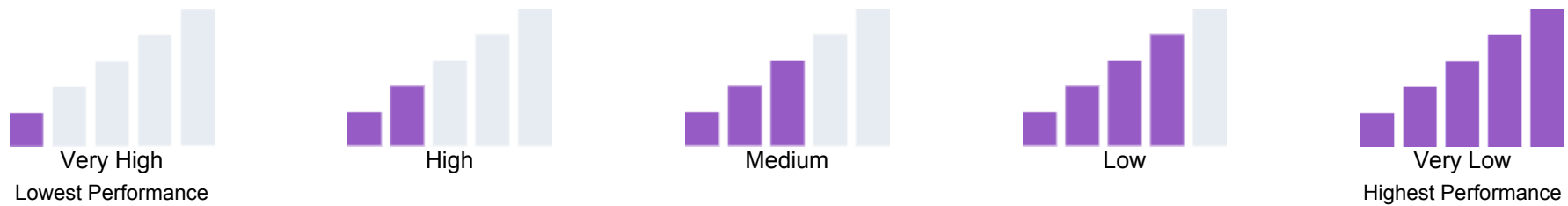
No performance colors for: African American, American Indian, English Learners and Two or More Races

School and Student Performance Data

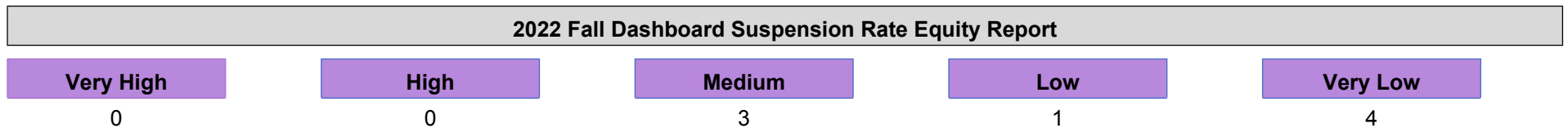
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

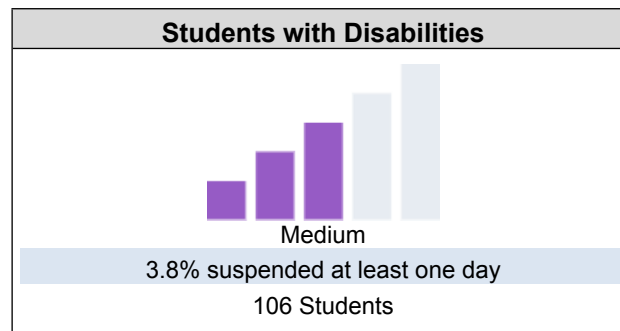
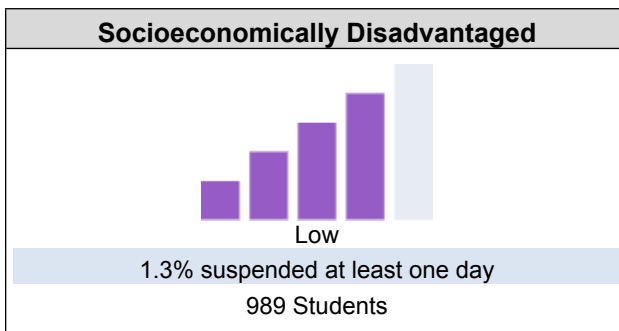
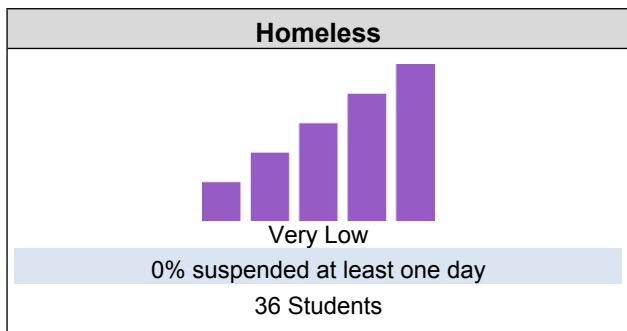
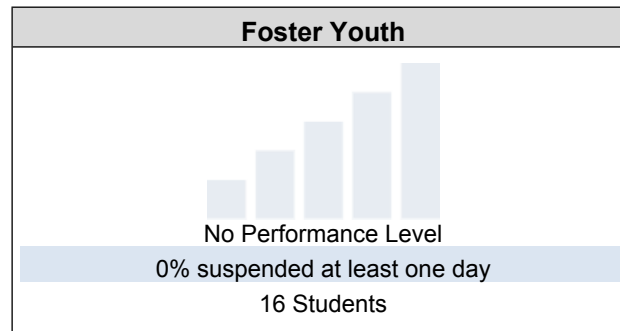
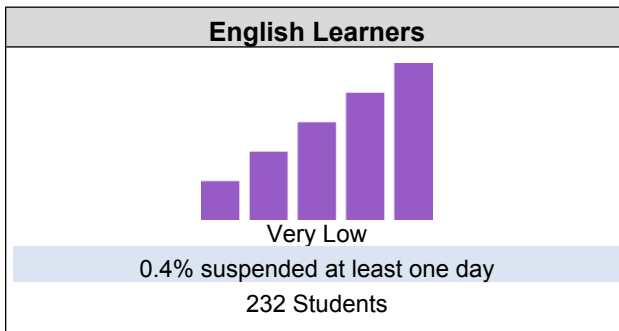
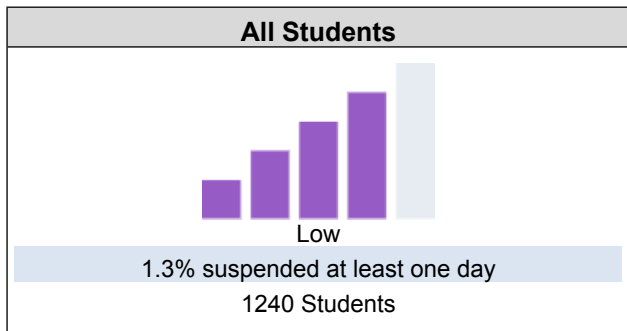


This section provides number of student groups in each level.

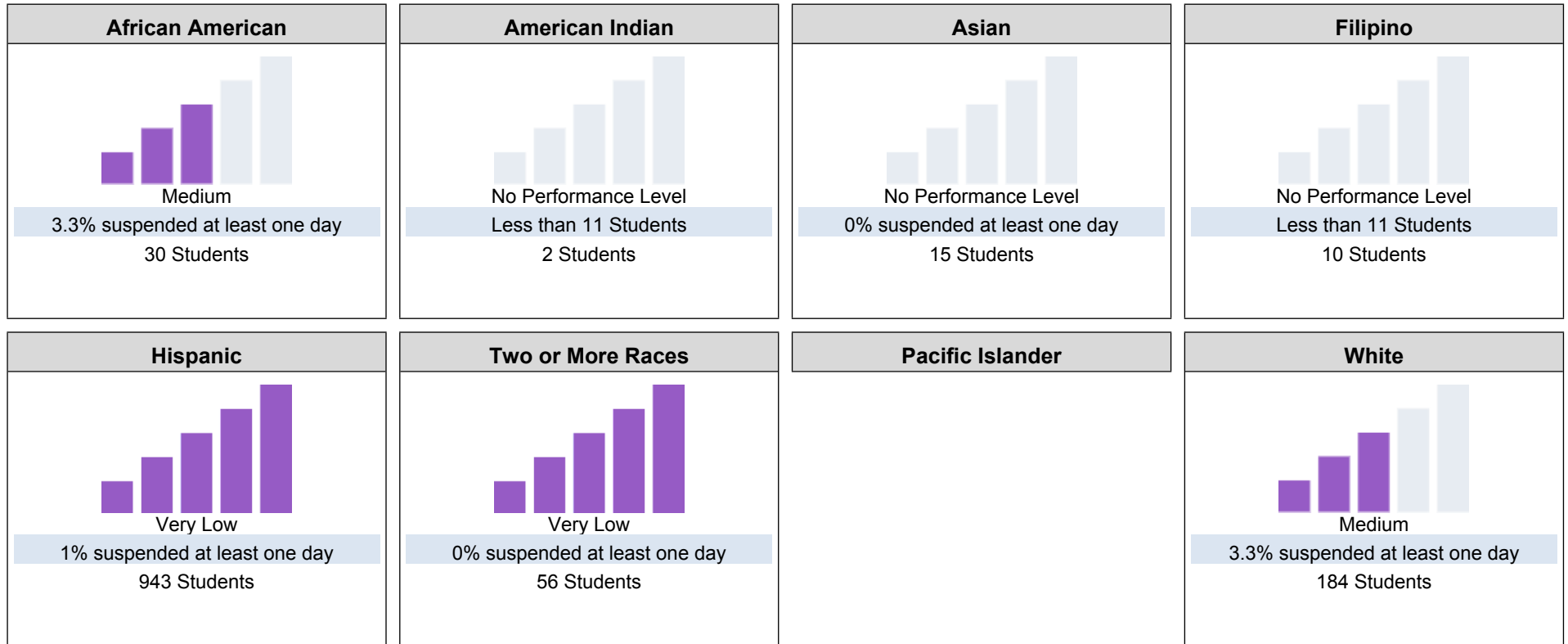


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Horizon's Opportunity program accounts for most of the suspensions.

Horizon suspension rates had increased from 6.7 to 7%.

*Overall, Horizon maintained in the campus climate area with a slight increase .3% in suspensions:

- All students: suspension increase of .3%
- EL students: 7.9% decline in suspensions
- SED: .5% decline in suspensions
- Students with disabilities: 6.6% increase in suspensions
- Hispanic- 1.1% increase in suspensions
- White-2.3% decline in suspensions

2. In 20-21. Horizon had a 0% suspension rate due to students not being on campus. As of November 30, 2021, Horizon has maintained a 0% suspension rate.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
82.6 points above standard	
49 points below standard	

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will receive instruction using standards-based State/District adopted core programs		Supplemental/Concentration	
		Title I	
All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards.		District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English			
		Supplemental/Concentration	
		Title I	
Extra duty time. Staff will receive additional support from Educational Services division to enhance student success through systematic professional development opportunities, support from district facilitators and participation in Tier I Leadership meetings/trainings.	Staff received additional support from Educational Services division to enhance student success through systematic professional development opportunities, support from district facilitators and participation in Tier I Leadership meetings/trainings.	Supplemental/Concentration 1,500	Supplemental/Concentration 0
School site personnel will use data tools to analyze and monitor student achievement and instructional practices.		Centralized Services Title I	
Through the District Tier I Leadership process, the Site Leadership Teams use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics.		Centralized Services Title I	
Provide Before/During/After school reading and math and ELD interventions for students not meeting standards		District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will continue to receive professional development on evidence-based strategies to support all learners		Centralized Services Title I	
Provide an instructional coach to support teachers in best first instruction, intervention and enrichment		Centralized Services Title I	
Provide temporary staff to facilitate and supervise (ie: group and schoolwide monitoring) MTSS tiered intervention, SSTs, mediation, and individual communication and support.	Provided temporary staff to facilitate and supervise (ie: group and schoolwide monitoring) MTSS tiered intervention, SSTs, mediation, and individual communication and support.	Supplemental/Concentration	
		Title I 15,000	Title I 12,439
Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS initiatives.			
Provide support for early literacy and foundational skills to support students below grade level		Centralized Services	
Upgrade educational programs by purchasing computers/technology, software, etc. Provide hardware and software for tiered intervention programs for at-risk students to become academically proficient. As well as provide a counseling/wellness center for students.	Upgraded educational programs by purchasing computers/technology, software, etc. Provided hardware and software for tiered intervention programs for at-risk students to become academically proficient. As well as provided a counseling/wellness center for students.	Supplemental/Concentration 31,971	Supplemental/Concentration 31,971
		Title I 3,000	Title I 2,220
Provide students with various activities and field trips to apply and learn content knowledge to real world applications. Students' eligibility will be determined based on student participation and/or	Provided students with various activities and field trips to apply and learn content knowledge to real world applications.	Supplemental/Concentration 1,500	Supplemental/Concentration 1,174.24
		Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
growth on i-Ready, CAASPP and other local assessments.			
Extra duty hours for staff to provide students with intervention in ELA & Math. (ie: tutoring, monitoring student progress, communication with families regarding progress, etc.)	Extra duty hours was provided for staff to help students with intervention in ELA & Math. (ie: tutoring, monitoring student progress, communication with families regarding progress, etc.)	Supplemental/Concentration 13,016	Supplemental/Concentration 12,501.51
		Title I 8,500	Title I 7,443.94
Provide 1/7ths for teachers to reduce class size, cover coverage in sections, and provide additional support for at-promise students. Intervention courses (zero and sixth-period intervention) to improve attendance, credit attainment, and increase the graduation rate. (Extra duty & sub coverage) Also, extra duty hours to monitor CTE courses and sequences to help improve College and Career Readiness indicator. This includes providing Before/During/After school reading and math interventions for students not meeting standards. And includes hiring tutors to help with intervention.	Provided 1/7ths for teachers to reduce class size, cover coverage in sections, and provide intervention courses (zero and sixth-period intervention) to improve attendance, credit attainment, and increase the graduation rate.	Supplemental/Concentration 12,500	Supplemental/Concentration 11,817.18
		Title I 9,500	Title I 8,106.33
Provide extra duty hours for staff and purchase research-based supplemental instructional materials, hardware, software, books, and supplies for classrooms to support EL students in meeting grade level standards in ELA, Math, Reading & Math	Provided extra duty hours for staff and purchased research-based supplemental instructional materials, hardware, software, books, and supplies for classrooms to support EL students in meeting grade level standards in ELA, Math, Reading & Math	Supplemental/Concentration 10,000	Supplemental/Concentration 8,106.33
		Title I 500	Title I 0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
intervention, Science, Social Science and ELD.	intervention, Science, Social Science and ELD.		
Extra duty and purchase materials in order to provide targeted support for students to address their social and emotional concerns. The targeted group is Horizon students who are in the range to graduate in 2022-2023.	Provided extra duty and purchased materials in order to provide targeted support for students to address their social and emotional concerns. The targeted group is Horizon students who are in the range to graduate in 2022-2023.	Supplemental/Concentration 9,500	Supplemental/Concentration 3,676.47
Math and ELA teachers will conduct tutoring sessions in both subjects. Students achieving below a C- will be required. Tutoring will be open to all other students as well.		Title I 1,500	Title I 1,368.66
Purchase relevant and current reading material for students to encourage outside reading and increase their connection to our school's library services. Monies will also be used to purchase any other materials/resources and extra duty hours to support all library functions. (includes but is not limited to: technology upgrades, library furniture, books, etc.)	Purchased relevant and current reading material for students to encourage outside reading and increase their connection to our school's library services.	Supplemental/Concentration 0	
Provide additional Clerical Support and a counselor (CE specialist) to provide parent/student communication to develop positive student/parent relationships, address chronic absenteeism and work with students to set goals for credit completion and graduation.	Provide additional Clerical Support and a counselor (CE specialist) to provide parent/student communication to develop positive student/parent relationships, address chronic absenteeism and work with students to set goals for credit completion and graduation.	Supplemental/Concentration 5,000	Supplemental/Concentration 1,752.41
		Title I 500	Title I 0
		Supplemental/Concentration 27,467	Supplemental/Concentration 23,859.39
		Title I	

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Most of the services actions were implemented effectively and with fidelity.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Student growth as measured by federal, state and district assessment continues to be an area of focus at Horizon. This past school year saw a number of systems and structures put in place with effective results. We have created a master schedule based on grade levels and lab settings to provide structure to teaching staff and students. We have also expanded elective opportunities for students and have made sure they meet A-G requirements. Horizon has also continued to refine the PLC process and revisited our MTSS leadership roles. We have updated our schoolwide learner outcomes and implemented opportunities to celebrate student achievement.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There were several reasons for the difference between Budgeted Expenditures for Categorical; many of the actions were address by other funding sources and funds were not fully expended.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Our core courses have transitioned to lab settings at the high school level. Elementary and middle school have transitioned to daily instruction in the core content areas. In addition, all ELL were enrolled in a language support class for the entire year.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

- State Priorities:
- Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

Actual Outcomes

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support enrichment activities designed to develop, refine and increase school climate and culture with a focus on social-emotional well-being and the student connection to school. Activities include enrichment activities, rewards/incentives, and other MTSS activities. (ie: extra duty hours, college CTE opportunities, FAFSA workshops, motivational speakers (and associated fees), college/university visits, lunchtime	Supported enrichment activities designed to develop, refine and increase school climate and culture with a focus on social-emotional well-being and the student connection to school. Activities included enrichment activities, rewards/incentives, and other MTSS activities. (ie: extra duty hours, college CTE opportunities, FAFSA workshops, motivational speakers (and associated fees), college/university visits, lunchtime	Supplemental/Concentration Title I 4,000	Title I 1,368.66

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
activities, equipment and supplies, etc.)	activities, equipment and supplies, etc.)		
Provide enrichment opportunities for all students.		District	
Provide extra-duty hours for staff, to help increase school to home communication in regards to student production, attendance and achievement. These efforts will support our Dashboard goals in increasing the number of College and Career Ready students, students who are chronically absent, and the number of parent engagement participants.	Provided extra-duty hours for staff, to help increase school to home communication in regards to student production, attendance and achievement.	Supplemental/Concentration	
		Title I 500	Title I 0
Support ongoing Professional Development and collaboration with training fees, conferences, webinars/seminars, and materials. (ie: topics of trauma-informed instruction, social emotional learning, MTSS, & other topics that center on supporting all learners.)	Supported ongoing Professional Development and collaboration with training fees, conferences, webinars/seminars, and materials. (ie: topics of trauma-informed instruction, social emotional learning, MTSS, & other topics that center on supporting all learners.)	Supplemental/Concentration 25,000	Supplemental/Concentration 21,000
		Title I 19,000	Title I 18,813.91
Extra duty hours and instructional support materials will be purchased to provide equal access for all students enrolled in our PE, Music, Art, and Elective classes.	Provided extra duty hours and instructional support materials will be purchased to provide equal access for all students enrolled in our PE, Music, Art, and Elective classes.	Supplemental/Concentration	Supplemental/Concentration
		Title I 500	Title I 0
Provide extra duty hours & sub coverage for certificated and classified staff to meet and discuss graduation requirements to support student achievement & progress towards graduation. Provide extra duty hours for the school counselor to discuss graduation	Provided extra duty hours & sub coverage for certificated and classified staff to meet and discuss graduation requirements to support student achievement & progress towards graduation. Provided extra duty hours for the school counselor to discuss graduation	Supplemental/Concentration 1,500	Supplemental/Concentration
		Title I 5,000	Title I 684.33

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
requirements/expectations to promote student achievement.	requirements/expectations to promote student achievement.		
Summer School opportunity to increase the graduation rate and provide an opportunity for students who had not been successful in the 22/23 school year		Supplemental/Concentration	
Upgrade educational programs by purchasing computers/technology, software, etc. Provide hardware and software for tiered intervention programs for at-risk students to become academically proficient. As well as provide a counseling/wellness center for students.		Title I 500	Title I 0
		Supplemental/Concentration 7,467	3,359.63
		Title I	

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Most of the services actions were implemented effectively and with fidelity.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Student growth as measured by federal, state and district assessment continues to be an area of focus at Horizon. This past school year saw a number of systems and structures put in place with effective results. We have created a master schedule based on grade levels and lab settings to provide structure to teaching staff and students. We have also expanded elective opportunities for students and have made sure they meet A-G requirements. Horizon has also continued to refine the PLC process and revisited our MTSS leadership roles. We have updated our schoolwide learner outcomes and implemented opportunities to celebrate student achievement.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There were several reasons for the difference between Budgeted Expenditures for Categorical; many of the actions were address by other funding sources and funds were not fully expended.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Our core courses have transitioned to lab settings at the high school level. Elementary and middle school have transitioned to daily instruction in the core content areas. In addition, all ELL were enrolled in a language support class for the entire year.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

Actual Outcomes

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide activities and protocols for improving attendance		District	
Provide multitiered tools, strategies and supports to address school climate and culture.		District	
Implement AVID structure/strategies to support student learning		District	
Provide staffing, training, and supplies to help incorporate strategies that will ensure a safe	Provided staffing, training, and supplies to help incorporate	Supplemental/Concentration	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and positive school environment. (ie: temporary staff, extra duty, equipment/supplies, technology upgrades, sub coverage for training, training/seminar fees, etc.)	strategies that will ensure a safe and positive school environment.	Title I 954	Title I 0
Extra duty to provide parent engagement to participate in parent/student orientations to provide support with online curriculum, Master Agreements, Parent VUE, and understanding connections to state standards. Purchase materials to provide parent engagement nights to increase parent involvement and provide resources for the parents to monitor their student's academic progress.	Provided extra duty to provide parent engagement to participate in parent/student orientations to provide support with online curriculum, Master Agreements, Parent VUE, and understanding connections to state standards. Purchased materials to provide parent engagement nights to increase parent involvement and provide resources for the parents to monitor their student's academic progress.	Supplemental/Concentration 10,000	Supplemental/Concentration 1,690.76
Attend California Consortium for Independent Study Conference. CCI is the liaison for the California Department of Education who keeps the board apprised of state issues, legislative changes and compliance issues specific to independent studies programs. In addition, teachers will attend our local Ed Tech Google Summit and other related conferences.		Supplemental/Concentration	
Provide resources (table settings, awards, food, etc.) to support parent engagement activities to include Back to School Night and awards ceremonies.	Provided resources (table settings, awards, food, etc.) to support parent engagement activities to include Back to School Night and awards ceremonies.	Supplemental/Concentration 8,000	Supplemental/Concentration 5,556.97
		Title I 3,000	Title I 550

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Horizon was able to accomplish a number of positive programs to promote a school year safe, clean and orderly learning environment. As a result of the actions and resources to support in goal 3, Horizon School looks to have a reduction of overall suspension rate at our school. Chronic absenteeism continues to be a challenge at our school as well as a significant number of students that arrive late to school.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Horizon School looks to have a reduction of overall suspension rate at our school (there was an increase from the previous school year). Chronic absenteeism continues to be a challenge at our school as well as a significant number of students that arrive late to school. We continue to refine our tier engagement process to identify and support students that are not completing their work, attending their virtual meetings or attending school in person.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Horizon School did not exceed spending funds this school year. Those funds in goal 3 that were not fully expensed are due primarily to other funding sources being made available

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We will continue to work as an MTSS team to come up with creative, evidence based practices that help increase our student participation and promote a safe learning environment.

Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Increase the percentage of graduates and students moving toward being College and Career Ready, reduce the percentage of chronically absent students and decrease the number of Math students not meeting standard.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	1.4 points above standard	78.7 points above standard (5% increase)	82.6 points above standard	45 points below standard
Academic Indicator Math: Distance from Standard	111.1 points below standard	51.9 points below standard (5% increase)	49 points below standard	80.8 points below standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Students will receive instruction using standards-based State/District adopted core programs

District

Action 2

All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.

District
District

Action 3

All English learners receive daily integrated ELD Provided across all content areas.

District

Action 4

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systematic professional development opportunities and support from district facilitators.

Title I Centralized Services

Action 5

Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.

Title I Centralized Services

Action 6

Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards

District

Action 7

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.

Title I Centralized Services

Action 8

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.

Title I Centralized Services

Action 9

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework

District

Action 10

Provide support for early literacy and foundational skills to support students not meeting standards.

Title I Centralized Services

Action 11

Provide temporary staff to facilitate and supervise (ie: group and schoolwide monitoring) MTSS tiered intervention, SSTs, mediation, and individual communication and support.

Supplemental/Concentration

Action 12

Upgrade educational programs by purchasing computers/technology, software, etc. Provide hardware and software for tiered intervention programs for at-risk students to become academically proficient. As well as provide a counseling/wellness center for students.

Supplemental/Concentration

Title I

5,791

Action 13

Provide students with various activities and field trips to apply and learn content knowledge to real world applications. Students' eligibility will be determined based on student participation and/or growth on i-Ready, CAASPP and other local assessments.

Supplemental/Concentration

10,000

Action 14

Extra duty hours for staff to provide students with intervention in ELA & Math. (ie: tutoring, monitoring student progress, communication with families regarding progress, etc.)

Supplemental/Concentration

17,528

Title I

15,803

Action 15

Provide 1/7ths for teachers to reduce class size, cover overage in sections, and provide additional support for at-risk students. Intervention courses (zero and sixth-period intervention) to improve attendance, credit attainment, and increase the graduation rate. (Extra duty & sub coverage) Also, extra duty hours to monitor CTE courses and sequences to help improve College and Career Readiness indicator. This includes providing Before/During/After school reading and math interventions for students not meeting standards. And includes hiring tutors to help with intervention.

Supplemental/Concentration

16,328

Title I

18,746

Action 16

Provide extra duty hours for staff and purchase research-based supplemental instructional materials, hardware, software, books, and supplies for classrooms to support EL students in meeting grade level standards in ELA, Math, Reading & Math intervention, Science, Social Science and ELD.

Supplemental/Concentration

6,000

Action 17

Extra duty and purchase materials in order to provide targeted support for students to address their social and emotional concerns. The targeted group is Horizon students who are in the range to graduate in 2023-2024.

Supplemental/Concentration

3,633

Title I

3,435

Action 18

Purchase relevant and current reading material for students to encourage outside reading and increase their connection to our school's library services. Monies will also be used to purchase any other materials/resources and extra duty hours to support all library functions. (includes but is not limited to: technology upgrades, library furniture, books, etc.)

Supplemental/Concentration

[Empty box]

Action 19

Provide additional Clerical Support and a counselor (Certificated Intervention Instructor) to provide parent/student communication to develop positive student/parent relationships, address chronic absenteeism and work with students to set goals for credit completion and graduation.

Title I
5,000

Supplemental/Concentration
64,059

Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Counselor, instructional coach and administration will provide individual support to students and families addressing options after high school, graduation and chronic absenteeism, and increase opportunities to receive social-emotional support.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Graduation Rate	80.4%	91.7% (5% increase)	96.2%	95.4% (5% increase)
Chronic Absenteeism	31.3%	18% (5% improvement)	17%	22.3% (5 % decrease)
College and Career Ready	12.5%	23.2 (5% increase)	25%	25%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Create a college and career going culture through school activities, events and experiences.

District

Action 2

Provide enrichment opportunities for all students.

District

District

Action 3

Implement AVID structures/strategies to enhance student learning.

District

Action 4

Support ongoing Professional Development and collaboration with training fees, conferences, webinars/seminars, and materials. (ie: topics of trauma-informed instruction, social emotional learning, MTSS, & other topics that center on supporting all learners.)

Supplemental/Concentration

15,000

Title I

7,946

Action 5

Extra duty hours and instructional support materials will be purchased to provide equal access for all students enrolled in our PE, Music, Art, and Elective classes.

Supplemental/Concentration

5,000

Action 6

Provide extra duty hours & sub coverage for certificated and classified staff to meet and discuss graduation requirements to support student achievement & progress towards graduation. Provide extra duty hours for the school counselor to discuss graduation requirements/expectations to promote student achievement.

Supplemental/Concentration

2,306

Action 7

Summer School opportunity to increase the graduation rate and provide an opportunity for students who had not been successful in the 23/24 school year

Supplemental/Concentration

Action 8

Support enrichment activities designed to develop, refine and increase school climate and culture with a focus on social-emotional well-being and the student connection to school. Activities include enrichment activities, rewards/incentives, and other MTSS activities. (ie: extra duty hours, college CTE opportunities, FAFSA workshops, motivational speakers (and associated fees), college/university visits, lunchtime activities, equipment and supplies, etc.)

Action 9

Supplemental/Concentration

5,000

Provide extra-duty hours for staff, to help increase school to home communication in regards to student production, attendance and achievement. These efforts will support our Dashboard goals in increasing the number of College and Career Ready students, students who are chronically absent, and the number of parent engagement participants.

Action 10

Supplemental/Concentration

8,325

Upgrade educational programs by purchasing computers/technology, software, etc. Provide hardware and software for tiered intervention programs for at-risk students to become academically proficient. As well as provide a counseling/wellness center for students.

Supplemental/Concentration

8,242

Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Reduce suspension rates, implement MTSS process, and provide social emotional supports.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	6.7%	3.7%	2.7%	1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Provide activities and protocols for improving attendance	District
	District

Action 2

Provide multi-tiered tools, strategies and supports to address school climate and culture.

District

District

Action 3

Incorporate strategies to ensure a safe and positive environment

District

District

Action 4

Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows:

District

Elementary Schools - 1 FTE Counselor

Middle School Counselors - maintain ratio at 500:1

High School Counselors - maintain ratio at 400:1

Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula

Provide staffing, training, and supplies to help incorporate strategies that will ensure a safe and positive school environment. (ie: temporary staff, extra duty, equipment/supplies, technology upgrades, sub coverage for training, training/seminar fees, etc.)

Action 5

Provide staffing, training, and supplies to help incorporate strategies that will ensure a safe and positive school environment. (ie: temporary staff, extra duty, equipment/supplies, technology upgrades, sub coverage for training, training/seminar fees, etc.)

Supplemental/Concentration

Action 6

Attend California Consortium for Independent Study Conference. CCI is the liaison for the California Department of Education who keeps the board apprised of state issues, legislative changes and compliance issues specific to independent studies programs. In addition, teachers will attend our local Ed Tech Google Summit and other related conferences.

Supplemental/Concentration

Action 7

Provide resources (table settings, awards, food, etc.) to support parent engagement activities to include Back to School Night and awards ceremonies.

Supplemental/Concentration

3,000

Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Identified Need

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Provide professional development to include targeted support for students with disabilities

District

Action 2

Implement Universal Design for Learning for all students, including students with disabilities

District

Action 3

Increase parent engagement for students with disabilities.

District

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: All students will demonstrate growth as measured by federal, state and district assessments.				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Professional Development and Teacher Support	8/15/23-6/5/24	8,322	8,322	Title I
		Total Estimated Cost: 8,322		
District ELA Project Facilitator	8/15/23-6/5/24	9,493	9,493	Title I
		Total Estimated Cost: 9,493		
District Math Project Facilitator	8/15/23-6/5/24	9,982	9,982	Title I
		Total Estimated Cost: 9,982		
Site Instructional Coach	8/15/23-6/5/24	76,998	76,998	Title I
		Total Estimated Cost: 76,998		
Preschool to Elementary Transition	8/15/23-6/5/24	7,581	7,581	Title I
		Total Estimated Cost: 7,581		
Budget Support	8/15/23-6/5/24	1,086	1,086	Title I
		Total Estimated Cost: 1,086		
SFPO Project Facilitator	8/15/23-6/5/24	12,139	12,139	Title I
		Total Estimated Cost: 12,139		
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	7,719	7,719	Title I
		Total Estimated Cost: 7,719		
Foster and McKinney-Vento Liason	8/15/23-6/5/24	3,114	3,114	Title I
		Total Estimated Cost: 3,114		

Total Cost For All Actions: 136,434

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP and consolidates all applicable funds as part of operating a SWP.
Supplemental Concentration funds are used to support school wide Horizon programs. Funds will be used to support ongoing professional development opportunities for teachers and administrators, incentive items to support student achievement, attendance and state testing. Funds will also be used to support our efforts to promote a college going culture as we continue to prepare College and Career Ready students. Funds will also be used to support innovative instructional tools and practices that foster a 21st century learning environment.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

<p>Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs). Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation). Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals. Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP) Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs. For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement. Other federal funds (list and describe). Create a new row for each separate program.</p>

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	\$56,721.00	
Total amount of federal categorical funds allocated to this school.	\$56,721.00	
Total amount of state and federal categorical funds allocated to this school.	\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
Supplemental/Concentration	\$164,421.00	No
Total amount of StateLocal categorical funds allocated to this school.	\$164,421.00	
Total amount of state and StateLocal categorical funds allocated to this school.	\$221,142	

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from: <div style="margin-left: 40px;">English Learner Advisory Committee</div> <div style="margin-left: 40px;">Departmental Advisory Committee</div> <div style="margin-left: 40px;">Other: ASB</div>	
[Enter name of consulted group or committee]	[Signature of authorized person]
School Site Council- Dennis Chavez	

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:.

Attested:

Jose Ramirez		
Typed name of school principal	Signature of school principal	Date

Dennis Chavez		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dr. Jose Ramirez	X				
Mr. Chavez		X			
Mr. Moreno		X			
Ms. Boydston			X		
Iris Lopez					X
Frank Pacheco					X
Nicollete Guiragos					X
Mrs. Kauber		X			
Mrs. Green		X			
Numbers of members of each category:	1	4	1	0	3