

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		

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
- Targeted Support and Improvement
- Additional Targeted Support and Improvement
- 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.

2019-22 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 840 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 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 over 20 families who have committed to taking ownership of their child's educational experience. Under the direction of Horizon's lead teacher, parents provide instruction for their children. Horizon's TK-12 A-G Virtual Independent Studies program services approximately 700 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 2022-2023 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.

The student population from Horizon has grown significantly over the course of the Covid Pandemic.

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

Due to the COVID-19 pandemic and school closures, the CA Dashboard was suspended.

In reference to the 2019 CA Dashboard, Horizon has an 80.4.% graduation rate (green) which indicates a 5.8 decrease from the previous year. Also, in the category of English Language Arts, Horizon students are in the "blue" category indicating that this is 71.4 points above standard.

Horizon School saw positive growth in five of the six state indicators: Chronic Absenteeism, Graduation Rate, English Language Arts, Math, and College and Career Readiness. In four of the five areas listed, Horizon increased two performance colors.

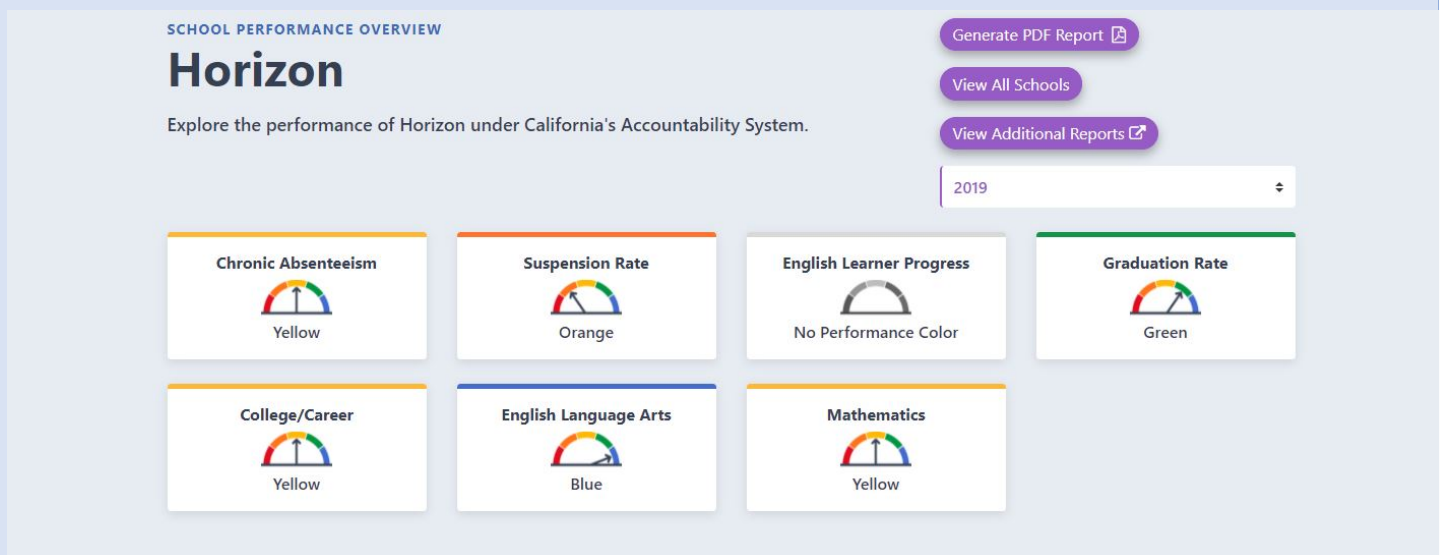
Performance indicator colors increased two colors from red to yellow
 Declined 11.3% for all students (improvement)
 Declined 8.6% for Hispanic students (improvement)
 Declined 13.7% for Socioeconomically Disadvantaged students (improvement)
 No performance colors for: African American, American Indian, English Learners and Two or More Races Graduation Rate

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 English Language Arts

Performance indicator colors increased two colors from yellow to blue
 Increased 70 points for all students
 Increased 52.7 points for Hispanic students
 Scored 71.4 points above standard for all students
 No performance colors for: African American, American Indian, English Learners and Two or More Races Math

Performance indicator colors increased two colors from red to yellow
 Increased 53.6 points for all students
 Increased 51.9 points for Hispanic students
 No performance colors for: African American, American Indian, English Learners and Two or More Races

College and Career Readiness
 Performance indicator colors increased one color from orange to yellow
 21.1% of the students prepared
 Increased 8.6% for all students
 Increased 15.2% for Hispanic students
 Increased 5.4% for socioeconomically disadvantaged students
 No performance colors for: African American, American Indian, English Learners and Two or More Races



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 the Suspension Rate (7%). There was a 0.3% increase from the previous year.

Chronic Absenteeism declined 11.3%. It is still an area of growth for Horizon. We had a total of 20% chronically absent.

School Climate/Suspensions

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 20:1. There are currently 90 students in this program. CWOP serves approximately 20 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 700 students in the Virtual Independent Studies program in K-12. There are about 390 grades TK-5 students, 170 grades 6-8, and 250 grades 9-12 students enrolled. There are an additional 20 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.

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.

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), 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. Newer staff that require district specific training and support. Another inequity that exists is limited technology at home .

Need Assessment - Stakeholder Involvement

SPSA Year: 2021-22

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 Funds Provided to the School Through the ConApp	\$0
<ul style="list-style-type: none"> <li data-bbox="154 483 446 525">• Total Title I Funds: 	\$81,594
<ul style="list-style-type: none"> <li data-bbox="154 535 552 577">• Total Centralized Services: 	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$246,375.00

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 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 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.

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 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.

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 Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	2		13
Grade 1	3	3	12
Grade 2	6	2	12
Grade 3	3	5	7
Grade 4	2	3	5
Grade 5		2	4
Grade 6	4	1	4
Grade 7	6	7	5
Grade 8	6	9	12
Grade 9	23	19	22
Grade 10	60	78	48
Grade 11	42	61	57
Grade 12	41	47	58
Total Enrollment	198	237	259

Conclusions based on this data:

1. There is not much change in enrollments in the three years. However, there is an increase each year.
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 November 30, 2021, the current enrollment is 786 students, which has tripled the 20-21 enrollment. 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-12 have 50-79 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	10	13	11	5.1%	5.5%	4.2%
Fluent English Proficient (FEP)	59	73	65	29.8%	30.8%	25.1%
Reclassified Fluent English Proficient (RFEP)	10	0	4	45.5%	0.0%	30.8%

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.
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.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*	8	*	*	0	*	*	0			0.0
Grade 4	*	*	5	*	*	0	*	*	0			0.0
Grade 5	*	*	4	*	*	0	*	*	0			0.0
Grade 6	*	8	*	*	8	0	*	8	0		100	
Grade 7	13	16	4	12	12	0	12	12	0	92.3	75	0.0
Grade 8	29	20	14	28	20	0	28	20	0	96.6	100	0.0
Grade 11	56	68	54	55	64	48	55	64	48	98.2	94.1	88.9
All Grades	112	118	92	103	109	48	103	109	48	92	92.4	52.2

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	2480.	2523.		0.00	8.33		33.33	16.67		16.67	41.67		50.00	33.33	
Grade 8	2425.	2498.		0.00	5.00		7.14	25.00		17.86	20.00		75.00	50.00	
Grade 11	2622.	2635.	2630.	32.73	37.50	33.33	32.73	34.38	37.50	21.82	15.63	18.75	12.73	12.50	10.42
All Grades	N/A	N/A	N/A	17.48	25.69	33.33	26.21	31.19	37.50	21.36	21.10	18.75	34.95	22.02	10.42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	16.67	16.67		25.00	41.67		58.33	41.67	
Grade 8	3.57	15.00		21.43	25.00		75.00	60.00	
Grade 11	36.36	46.88	33.33	47.27	39.06	56.25	16.36	14.06	10.42
All Grades	24.27	34.86	33.33	37.86	40.37	56.25	37.86	24.77	10.42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	16.67	16.67		25.00	58.33		58.33	25.00	
Grade 8	0.00	15.00		14.29	40.00		85.71	45.00	
Grade 11	41.82	53.13	41.67	49.09	32.81	39.58	9.09	14.06	18.75
All Grades	25.24	38.53	41.67	37.86	39.45	39.58	36.89	22.02	18.75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	16.67	0.00		41.67	91.67		41.67	8.33	
Grade 8	7.14	5.00		39.29	50.00		53.57	45.00	
Grade 11	29.09	26.56	6.25	60.00	65.63	83.33	10.91	7.81	10.42
All Grades	19.42	19.27	6.25	53.40	65.14	83.33	27.18	15.60	10.42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	25.00	8.33		58.33	75.00		16.67	16.67	
Grade 8	3.57	15.00		32.14	40.00		64.29	45.00	
Grade 11	43.64	35.94	31.25	38.18	51.56	62.50	18.18	12.50	6.25
All Grades	28.16	28.44	31.25	40.78	53.21	62.50	31.07	18.35	6.25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CAASPP ELA Student Performance Data analysis:
71 point increase in mean score. This is important because it represents the majority of our 9-12 students.
*In the following three grade levels (7th, 8th and 11th), Horizon show significant increases at a variety of levels: 1. In 7th grade, there was an 8.33% increase in those who exceeded standard, a 25% increase in those who nearly met, and a 5.56% improvement in students not meeting standard
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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*	8	*	*	0	*	*	0			0.0
Grade 4	*	*	5	*	*	0	*	*	0			0.0
Grade 5	*	*	4	*	*	0	*	*	0			0.0
Grade 6	*	9	*	*	9	0	*	9	0		100	
Grade 7	13	16	4	12	12	0	12	12	0	92.3	75	0.0
Grade 8	29	20	14	28	20	0	28	20	0	96.6	100	0.0
Grade 11	57	68	54	56	64	48	56	64	48	98.2	94.1	88.9
All Grades	113	119	92	104	110	48	104	110	48	92	92.4	52.2

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	2432.	2470.		0.00	0.00		8.33	25.00		16.67	16.67		75.00	58.33	
Grade 8	2382.	2458.		0.00	0.00		7.14	15.00		7.14	15.00		85.71	70.00	
Grade 11	2543.	2550.	2562.	3.57	1.56	6.25	17.86	17.19	20.83	28.57	37.50	29.17	50.00	43.75	43.75
All Grades	N/A	N/A	N/A	1.92	1.82	6.25	14.42	18.18	20.83	21.15	30.91	29.17	62.50	49.09	43.75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	0.00	16.67		25.00	8.33		75.00	75.00	
Grade 8	3.57	5.00		7.14	25.00		89.29	70.00	
Grade 11	8.93	4.69	14.58	25.00	35.94	47.92	66.07	59.38	37.50
All Grades	7.69	6.36	14.58	19.23	30.00	47.92	73.08	63.64	37.50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	0.00	8.33		25.00	50.00		75.00	41.67	
Grade 8	3.57	10.00		21.43	25.00		75.00	65.00	
Grade 11	10.71	9.38	14.58	50.00	56.25	70.83	39.29	34.38	14.58
All Grades	6.73	10.00	14.58	39.42	47.27	70.83	53.85	42.73	14.58

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	0.00	8.33		41.67	58.33		58.33	33.33	
Grade 8	3.57	5.00		14.29	35.00		82.14	60.00	
Grade 11	7.14	7.81	4.17	58.93	59.38	75.00	33.93	32.81	20.83
All Grades	4.81	7.27	4.17	44.23	56.36	75.00	50.96	36.36	20.83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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:

 - 7th grade realized a 39 point increase
 - 8th grade realized a 75.5 point increase
 - 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:

 - 7th grade: nearly a 17% increase in students meeting standard; nearly a 17% improvement in students not meeting standard
 - 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
 - 11th grade: a 6.5% increase in students nearly meeting standard and a 6.25% improvement in students not meeting standard
 - 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.
- 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			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
6	*	*		*	*		*	*		*	*		
7	*	*		*	*		*	*		*	*		
8	*	*	*	*	*	*	*	*	*	*	*	*	
9	*	*	*	*	*	*	*	*	*	*	*	4	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades											26	9	13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*		*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*		*	*		*	*	*	*	*
12		*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	*	15.38	50.00	*	38.46	*	*	38.46	*	*	7.69	26	*	13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8	*	*	*	*	*	*		*	*	*	*	*	*	*	*
9	*	*	*	*	*	*		*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*		*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	53.85	*	23.08	*	*	53.85	*	*	15.38	*	*	7.69	26	*	13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*	*	*	*		*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*		*	*	*	*	*
11		*	*	*	*	*		*	*		*	*	*	*	*
12		*	*		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	15.38	42.31	*	7.69	*	*	46.15	*	*	30.77	26	*	13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
8	*	*	*	*	*	*	*	*	*	*	*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*		*	*	*	*	*	
12		*	*	*	*	*		*	*	*	*	*	
All Grades	*	*	0.00	57.69	*	61.54	*	*	38.46	26	*	13	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8	*	*	*	*	*	*		*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*		*	*	*	*	*
11	*	*	*		*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	69.23	*	84.62	*	*	7.69	*	*	7.69	26	*	13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*	*	*	*		*	*	*	*	*
12		*	*		*	*	*	*	*	*	*	*
All Grades	*	*	15.38	*	*	46.15	*	*	38.46	26	*	13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8	*	*	*	*	*	*		*	*	*	*	*
9		*	*	*	*	*		*	*	*	*	*
10	*	*	*	*	*	*		*	*	*	*	*
11	*	*	*		*	*		*	*	*	*	*
12		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	15.38	69.23	*	53.85	*	*	30.77	26	*	13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
259	52.9	4.2	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	4.2
Foster Youth	1	0.4
Homeless	2	0.8
Socioeconomically Disadvantaged	137	52.9
Students with Disabilities	22	8.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	2.7
American Indian or Alaska Native	2	0.8
Asian		
Filipino		
Hispanic	171	66.0
Two or More Races	13	5.0
Native Hawaiian or Pacific Islander		
White	66	25.5

Conclusions based on this data:

1. Analysis of Dashboard Student Population data:
The student population is consistent with the district's demographics (66% Hispanic)
Compared to many schools in our district, we have a low number of English Learners (4.2%)

2. As of November 30, 2021, DSUSD Data Warehouse data indicates that of the 786 students, 148 are English Learners, 65 are Students with Disabilities, and 627 are Hispanic. Horizon does now have a small number of homeless, foster, and migrant students.

School and Student Performance Data

Academic Performance English Language Arts

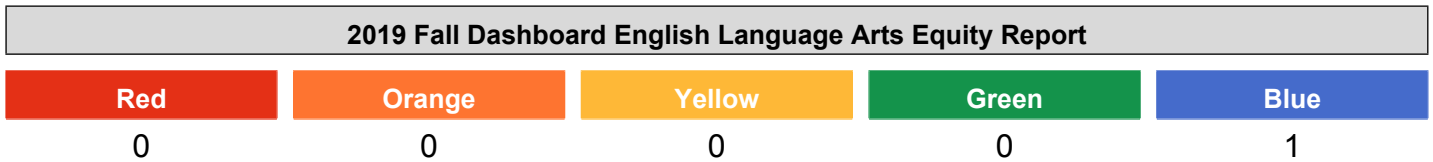
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>71.4 points above standard</p> <p>Increased Significantly +70 points 49</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>32.2 points above standard</p> <p>Increased Significantly +76.2 points 25</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 52.7 points above standard Increased Significantly ++51.9 points 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 104.4 points above standard Increased Significantly ++113.9 points 14

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 2	76.5 points above standard Increased Significantly ++72.5 points 34

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

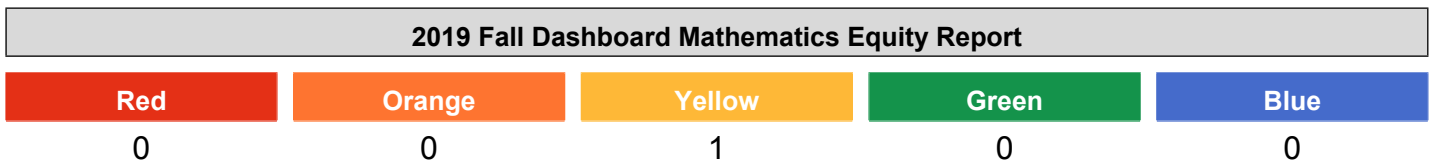
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>57.5 points below standard</p> <p>Increased Significantly +152.6 points 49</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>83.5 points below standard</p> <p>Increased Significantly +165.1 points 25</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 78.4 points below standard Increased Significantly ++33.8 points 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 7.6 points below standard Increased Significantly ++114.9 points 14

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 2	48.8 points below standard Increased Significantly ++56.6 points 34

Conclusions based on this data:

1. 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

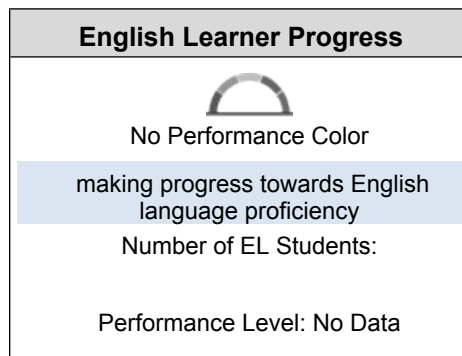
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 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.

2019 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

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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	56	100
African American		
American Indian or Alaska Native	1	1.8
Asian		
Filipino		
Hispanic	40	71.4
Native Hawaiian or Pacific Islander		
White	14	25
Two or More Races	1	1.8
English Learners	7	12.5
Socioeconomically Disadvantaged	46	82.1
Students with Disabilities	2	3.6
Foster Youth		
Homeless	3	5.4

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	23	41.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	19	47.5
Native Hawaiian or Pacific Islander		
White	4	28.6
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	17	37
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students	2	3.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	2.5
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	1	2.2
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students	2	3.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	2.5
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	1	2.2
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	1	1.8
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	2.5
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	1	2.2
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



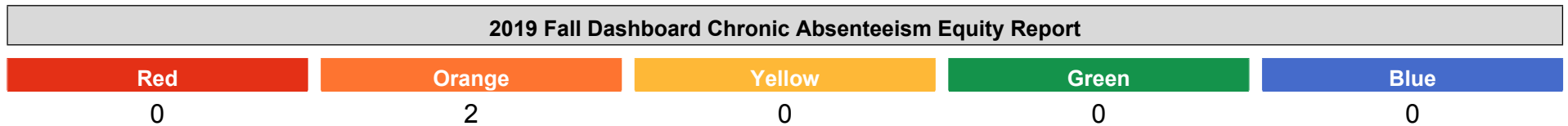
Green



Blue







Highest Performance

This section provides number of student groups in each color.











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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 20 Declined -11.3 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 27.3 Declined -13.7 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 28.3 Declined -8.6 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 5.9 Declined -15.9 17

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 Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	56	45	1	80.4
English Learners	7		0	
Foster Youth				
Homeless	3		0	
Socioeconomically Disadvantaged	46	35	1	76.1
Students with Disabilities	2		1	
African American				
American Indian or Alaska Native	1		0	
Asian				
Filipino				
Hispanic	40	33	0	82.5
Native Hawaiian or Pacific Islander				
White	14	11	1	78.6
Two or More Races	1		0	

Conclusions based on this data:

1. 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



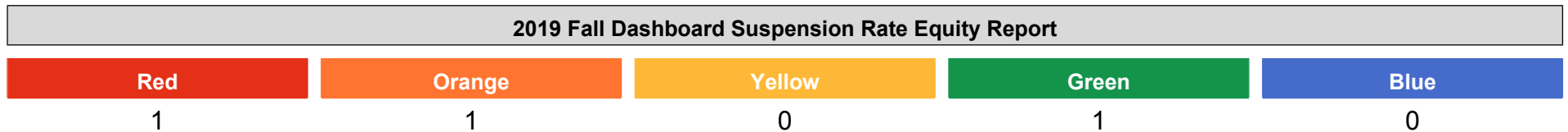
Green



Blue

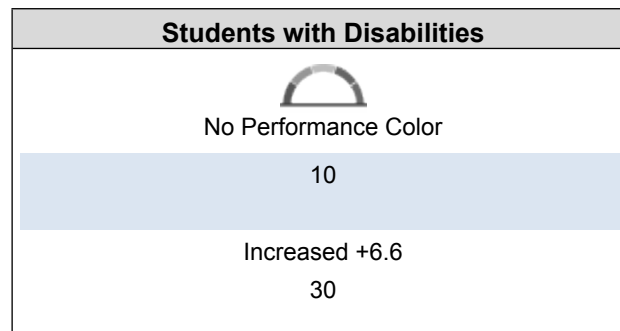
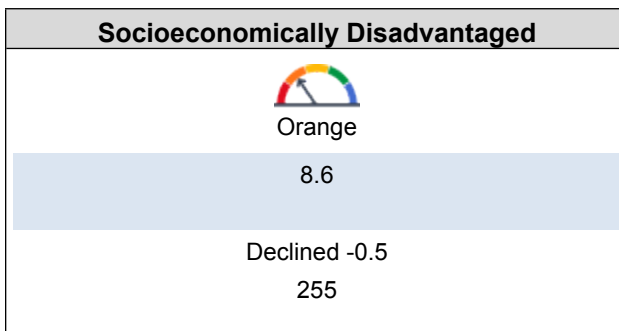
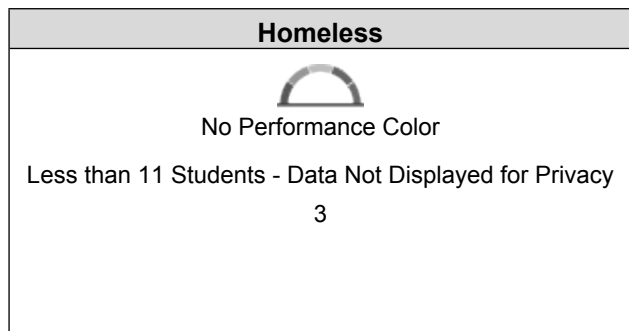
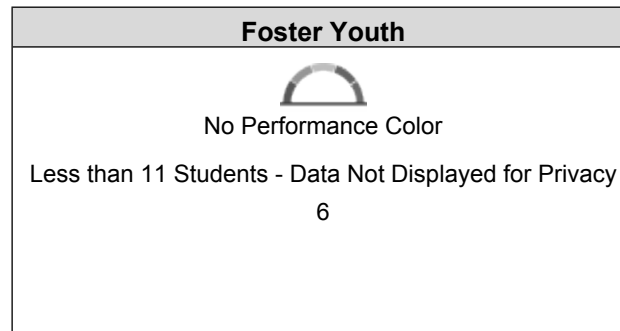
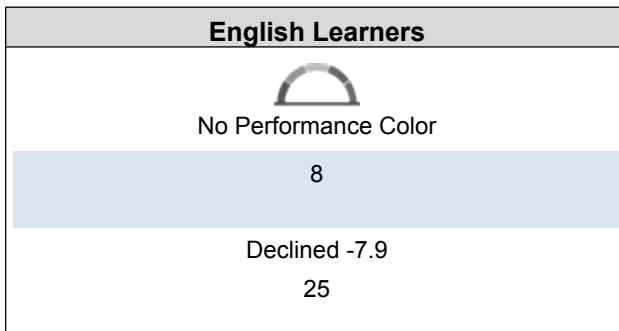
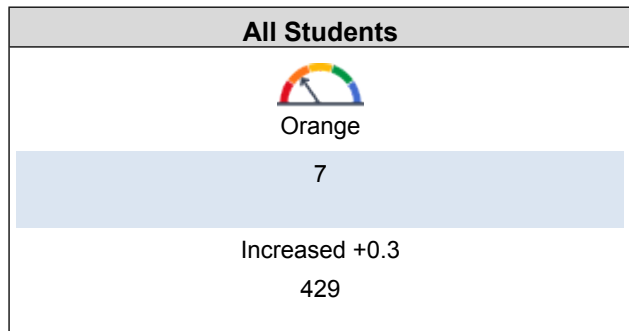
Highest Performance

This section provides number of student groups in each color.

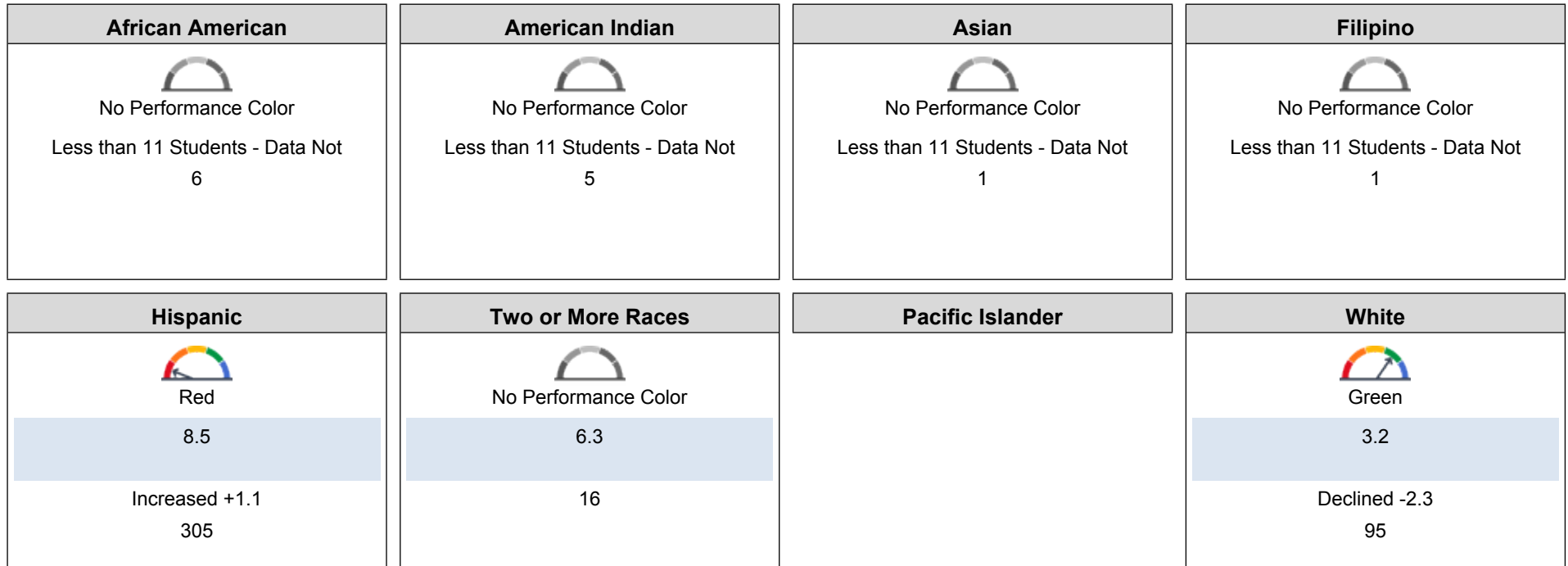


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity



This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
(Empty)	6.7	7

Conclusions based on this data:

1. 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:

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

6. 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: 2021-22

Goal 1

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

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
78.7 points above standard (5% increase)	
51.9 points below standard (5% increase)	

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	Students received instruction using standards-based state/district adopted core problems	District	
All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards.	all english learners received integrated and designated English Language Development- (ELD) instruction 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			
Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TRAC.	Instructional staff received additional support from Ed Services through professional development opportunities, support from participation in TRAC	Centralized Services Title I	
		Supplemental/Concentration 2,200	Supplemental/Concentration 2,155.40
School site personnel will use data tools to analyze and monitor student achievement and instructional practices.	School site personnel used data tools to analyze and monitor student achievement and instructional practices.	Centralized Services Title I	
Through the District TRAC 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.	Through the District TRAC process, the Site Leadership Teams used data to assess and monitor student progress, determined and address district and school wide instructional goals, and created 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	Provided Before/During/After school reading and math and ELD interventions for students not meeting standards	District	
Teachers will continue to receive professional development on evidence-based strategies to support all learners	Teachers will continue to receive professional development on evidence-based strategies to support all learners	Centralized Services Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an instructional coach to support teachers in best first instruction, intervention and enrichment	Provide an instructional coach to support teachers in best first instruction, intervention and enrichment	Centralized Services Title I	
Provide a full-time counselor to support site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions.	Provide a full-time counselor to support site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions.	District	
Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS initiatives.	Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS initiatives.	Centralized Services Title I	
Provide support for early literacy and foundational skills to support students below grade level	Provide support for early literacy and foundational skills to support students below grade level	Centralized Services Title I	
<p>CAASPP incentive filed trip to a university and Mission Beach. 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.</p> <p>Incentive trips for students' positive behavior via the MTSS process.</p>	<p>CAASPP incentive filed trip to a university and Mission Beach. 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.</p>	Supplemental/Concentration 50	Supplemental/Concentration 0
Extra-duty time to develop/apply newly adopted curriculum/texts and alignment of Master Agreements to state standards. Monies will also be used to fund substitutes teachers to support standardized testing.	Extra-duty time to develop/apply newly adopted curriculum/texts and alignment of Master Agreements to state standards. Monies will also be used to fund substitutes teachers to support standardized testing.	Supplemental/Concentration 9,950	Supplemental/Concentration 9,848.47

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	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.		
Curriculum development for intervention courses to improve attendance, credit attainment, and increase the graduation rate. (Extra duty & sub coverage)	Curriculum development for intervention courses to improve attendance, credit attainment, and increase the graduation rate. (Extra duty & sub coverage)	Supplemental/Concentration 0	
Provide 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.	Provided 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 700	Supplemental/Concentration 657.68
Staff 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 2021-2022.	Staff to provided 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 2021-2022.	Supplemental/Concentration 800	Supplemental/Concentration 724.83
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.	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.	Supplemental/Concentration 0	

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. Due to COVID, we had to change the nature of the actions.

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: 2021-22

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
91.7% (5% increase)	
18% (5% improvement)	
23.2 (5% increase)	

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 hosting College/Career events (virtual and in-person), college incentives, and college/university visits.	Created 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 hosting College/Career events (virtual and in-person), college incentives, and college/university visits.	District 6,800	6,799.09

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide enrichment opportunities for all students.	Provided 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 3,300	Supplemental/Concentration 0
Monies will also be used to support PLC training via available conferences/professional development opportunities.	Monies will also be used to support PLC training via available conferences/professional development opportunities.	Supplemental/Concentration 0	Supplemental/Concentration
Instructional support materials will be purchased to provide equal access for all students enrolled in our PE, Music, Art, and Elective classes.	Instructional support materials were purchased to provide equal access for all students enrolled in our PE, Music, Art, and Elective classes.	Supplemental/Concentration 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 requirements/expectations to promote student achievement.	Provided extra duty hours & sub coverage for certificated and classified staff to meet and discuss graduation requirements to support student achievement & progress towards graduation.	Supplemental/Concentration 1,300	Supplemental/Concentration 1,262.67

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Summer School opportunity to increase the graduation rate and provide an opportunity for students who had not been successful in the 21/22 school year	Summer School opportunity to increase the graduation rate and provide an opportunity for students who had not been successful in the 21/22 school year	Supplemental/Concentration 500	

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. Due to COVID, we had to change the nature of the actions.

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: 2021-22

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	Provide activities and protocols for improving attendance	District	
Provide multitiered tools, strategies and supports to address school climate and culture.	Provide multitiered tools, strategies and supports to address school climate and culture.	District	
Implement AVID structure/strategies to support student learning	Implement AVID structure/strategies to support student learning	District	
Incorporate strategies to ensure a safe and positive environment.	Incorporated strategies to ensure a safe and positive environment.	Supplemental/Concentration 500	Supplemental/Concentration 500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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. Students aspiring to take the Advanced Placement Exam will be provided an opportunity at no cost.</p>	<p>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.</p>	<p>Supplemental/Concentration 1,000</p>	<p>Supplemental/Concentration 250</p>
<p>Teacher/staff collaborations to support professional development and staff cohesiveness to increase student achievement. Include a consultant - to increase engagement and improve the school climate for the staff and students. (i.e. 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)</p>	<p>Teacher/staff collaborations to support professional development and staff cohesiveness to increase student achievement. Include a consultant - to increase engagement and improve the school climate for the staff and students.</p>	<p>Supplemental/Concentration 67</p>	
<p>Provide resources (table settings, awards, food, etc.) to support</p>	<p>Provided resources (table settings, awards, food, etc.) to support</p>	<p>Supplemental/Concentration 1,000</p>	<p>43.19</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
parent engagement activities to include Back to School Night and awards ceremonies.	parent engagement activities to include Back to School Night and awards ceremonies.		
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. 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 2,500	Supplemental/Concentration 2,351.07

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 the COVID-19 school closure.

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 2020)	2020-21	2021-22	2022-23
Academic Indicator ELA: Distance from Standard	1.4 points above standard	75 points above standard (5% increase)	78.7 points above standard (5% increase)	82.6 points above standard
Academic Indicator Math: Distance from Standard	111.1 points below standard	57.5 to 54.6 points below standard (5% increase)	51.9 points below standard (5% increase)	49 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

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All students

School wide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

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

Core Content Teachers and Principal

Supplemental/Concentration

Action 2

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All Students

School wide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English

Designated ELD Teachers
Integrated ELD Teachers (Core Content)

District

Action 3

All students

Schoolwide

Supplemental/Concentration

Action 4

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All Students

Schoolwide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

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 and Educational Services

Supplemental/Concentration

3,000

Action 5

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All students

Schoolwide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

School site personnel will use data tools to analyze and monitor student achievement and instructional practices.

Educational Services
Principal
Teachers

Title I

Centralized Services

Action 6

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All students

Schoolwide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

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.

Educational Services
Principal
Site Leadership

Title I
Centralized Services

Action 7

For Supplemental Actions/Services

Students to be Served:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All students

Scope of Service:
(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Provide Before/During/After school reading and math and ELD interventions for students not meeting standards	Principal Teachers		District

Action 8

For Supplemental Actions/Services

Students to be Served:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All students

Scope of Service:
(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Teachers will continue to receive professional development on evidence-based strategies to support all learners	Educational Services Principal		Title I Centralized Services

Action 9

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All students

Schoolwide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

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

Educational Services
Principal

Title I
Centralized Services

Action 10

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All students

Schoolwide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

Provide a temporary counselor to facilitate MTSS tiered intervention, SSTs, student groups, mediation, and individual counseling.

Student Support Services
Educational Services
Principal

Supplemental/Concentration

Title I

15,000

Action 11

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All students

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS initiatives.	Student Support Services Educational Services Principal		

Action 12

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

ALL students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Provide support for early literacy and foundational skills to support students below grade level	Educational Services Principal Teachers		Centralized Services

Action 13

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All Students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
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.	Educational Services Principal		Supplemental/Concentration 31,971 Title I 5,000

Action 14

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All Students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source			
<p>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.)</p>	<p>Teachers, instructional coach and administration</p>		<table border="1"> <tr> <td data-bbox="1465 548 1980 683">Supplemental/Concentration</td> </tr> <tr> <td data-bbox="1465 683 1980 776">Title I</td> </tr> <tr> <td data-bbox="1465 776 1980 813">4,500</td> </tr> </table>	Supplemental/Concentration	Title I	4,500
Supplemental/Concentration						
Title I						
4,500						

Action 15

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source				
<p>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</p>	<p>Administration and classroom teachers</p>		<table border="1"> <tr> <td data-bbox="1465 1243 1980 1336">Supplemental/Concentration</td> </tr> <tr> <td data-bbox="1465 1336 1980 1380">13,016</td> </tr> <tr> <td data-bbox="1465 1380 1980 1424">Title I</td> </tr> <tr> <td data-bbox="1465 1424 1980 1508">5,000</td> </tr> </table>	Supplemental/Concentration	13,016	Title I	5,000
Supplemental/Concentration							
13,016							
Title I							
5,000							

they change via newly adopted texts/resources.

Action 16

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
<p>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.</p>	<p>Instructional Coach and Administration</p>		<p>Supplemental/Concentration 12,500</p>

Action 17

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
<p>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</p>	<p>Administration, teacher and administrative assistant</p>		<p>Supplemental/Concentration 10,000</p>

standards in ELA, Math, Reading & Math intervention, Science, Social Science and ELD.

Title I

5,000

Action 18

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

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.

Administration and administrative assistant

Supplemental/Concentration

9,500

Title I

3,000

Action 19

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

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.

Administration, administrative assistant and teacher

Supplemental/Concentration

0

Action 20

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All Students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source		
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.	Administration		<table border="1"> <tr> <td data-bbox="1457 386 1986 527">Supplemental/Concentration 5,000</td> </tr> <tr> <td data-bbox="1457 527 1986 656">Title I 500</td> </tr> </table>	Supplemental/Concentration 5,000	Title I 500
Supplemental/Concentration 5,000					
Title I 500					

Action 21

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All Students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source	
Provide a additional clerical support 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.	Administration		<table border="1"> <tr> <td data-bbox="1457 1034 1986 1222">Supplemental/Concentration 27,467</td> </tr> </table>	Supplemental/Concentration 27,467
Supplemental/Concentration 27,467				

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 2020)	2020-21	2021-22	2022-23
Graduation Rate	80.4%	82.8% to 87.4% (5% increase)	91.7% (5% increase)	96.2%
Chronic Absenteeism	31.3%	20% to 19% (5% improvement)	18% (5% improvement)	17%
College and Career Ready	12.5%	21.1% to 22.1% (5% increase)	23.2 (5% increase)	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

For Supplemental Actions/Services

Students to be Served:

Scope of Service:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All students

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source		
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.	Educational Services Principal		<table border="1"> <tr> <td data-bbox="1457 329 1986 464">Supplemental/Concentration</td> </tr> <tr> <td data-bbox="1457 464 1986 596">Title I 4,000</td> </tr> </table>	Supplemental/Concentration	Title I 4,000
Supplemental/Concentration					
Title I 4,000					

Action 2

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All Students

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Provide enrichment opportunities for all students.	Educational Services Principal		District

Action 3

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All students

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
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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.

Office Team and administration

Supplemental/Concentration
Title I
5,000

Action 4

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Monies will also be used to support PLC training via available conferences/professional development opportunities.	Teachers, administrative assistant and administration		Supplemental/Concentration
			Title I
			5,000

Action 5

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All Students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Instructional support materials will be purchased to provide equal access for all	Administration & Administrative Specialist		Supplemental/Concentration

students enrolled in our PE, Music, Art, AVID, and Elective classes.

10,000

Title I

500

Action 6

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All Students

Schoolwide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

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.

Administration & Administrative Specialist

Supplemental/Concentration

1,500

Title I

5,000

Action 7

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All students

Schoolwide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

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

Administration, Instructional, and Support Staff

Supplemental/Concentration

Title I

500

Action 8

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All Students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
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.	Administration Administrative Specialist		Supplemental/Concentration 22,467 Title I 10,000

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 2020)	2020-21	2021-22	2022-23
Suspension Rate	6.7%	4.7%	3.7%	2.7%

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

For Supplemental Actions/Services

All students

Schoolwide

Provide activities and protocols for improving attendance

Student Support Services
Principal

District

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Action 2

For Supplemental Actions/Services

<p>Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)</p> <p>All students</p>	<p>Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):</p> <p>Schoolwide</p>
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Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Provide multitiered tools, strategies and supports to address school climate and culture.	Student Support Services Educational Services Principal		District

Action 3

For Supplemental Actions/Services

<p>Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)</p> <p>All Students</p>	<p>Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):</p> <p>Schoolwide</p>
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Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Implement AVID structure/strategies to support student learning	Educational Services Principal		District

Action 4

For Supplemental Actions/Services

<p>Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)</p> <p>All Students</p>	<p>Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):</p> <p>Schoolwide</p>
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Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Incorporate strategies to ensure a safe and positive environment.	Educational Services Business Services Principal		Supplemental/Concentration Title I 954

Action 5

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
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.	Administration, teachers, classified staff and administrative assistant		Supplemental/Concentration 15,000 Title I 5,000

Action 6

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

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.

Independent studies teachers and administration

Supplemental/Concentration
Title I
5,000

Action 7

For Supplemental Actions/Services

Students to be Served:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All Students

Scope of Service:
(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Provide resources (table settings, awards, food, etc.) to support parent engagement activities to include Back to School Night and awards ceremonies.	Administration, administrative assistant		Supplemental/Concentration 3,000 Title I 3,000

Action 8

For Supplemental Actions/Services

Students to be Served:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

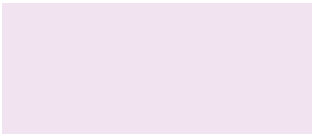
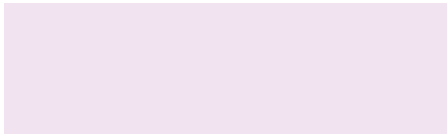
All students

Scope of Service:
(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Upgrade educational programs by purchasing computers/technology, software, etc. Provide hardware and software for	Principal and Administrative Specialist		

tiered intervention programs for at-risk students to become academically proficient. As well as provide a counseling/wellness center for students.



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	8/16/22-6/2/23	8,643	8,643	Title I
District ELA Project Facilitator	8/16/22-6/2/23	11,962	11,962	Title I
District Math Project Facilitator	8/16/22-6/2/23	12,339	12,339	Title I
Site Instructional Coach	8/16/22-6/2/23	69,745	69,745	Title I
Preschool to Elementary Transition	8/16/22-6/2/23	8,268	8,268	Title I
Budget Support	8/16/22-6/2/23	1,064	1,064	Title I
SFPO Project Facilitator	8/16/22-6/2/23	12,729	12,729	Title I

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	\$81,954.00	
Total amount of federal categorical funds allocated to this school.	\$81,954.00	
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.	\$27167	

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: English Learner Advisory Committee Departmental Advisory Committee Other: ASB	
[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: October 7, 2021.

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