

The Single Plan for Student Achievement 2018 – 2019

School: Horizon School
CDS Code: 33-67058-3330909
District: Desert Sands Unified School District
Principal: Oron Jackson
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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THE STORY: Briefly describe the students and community and how the school serves them.

Horizon School is home to nearly 300 students ranging from kindergarten to twelfth grade. Horizon School supports five distinctive programs: 7/8 Opportunity (intervention program), 10th grade Opportunity (intervention program), 9th grade Bridge Program (intervention), K-8 Home School and grades 9-12 A-G Independent Studies program.

The three key elements of Horizon's program includes its 10th grade intervention program, K-8 Home School program and our 9-12 A-G Independent Studies program. 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 recover credits and earn up to 100 credits by year's end. Many of these students are able to begin their junior year near or at pace with their peers.

Next, Horizon's K-8 Home School program is home to over 40 parents who have committed to taking ownership of their child's educational experience. Under the direction of Horizon's two master teachers, parents provide instruction for their children in the privacy and safety of their homes. The high parent involvement continues to result in positive student achievement outcomes. The Home School process provides a natural conduit for our 9-12 A-G program.

Horizon's 9-12 A-G Independent Studies program is home to approximately 180 students representing a variety of student groups. These families are comprised of stakeholders in search of the autonomy to engage in professional sports, religious practices, protect their students suffering from anxiety related issues, support students who are employed, etc. The pedagogical practices of blended learning provides a rare mix of technology, direct instruction and one-to-one instruction that is absent in a comprehensive setting. These students have access to core A-G curriculum provide them with opportunities to matriculate to University of California and California State University campuses.

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

Horizon School aims to increase student opportunities to become college and career ready.

- +Increase participation in those who take the PSAT
- +Increase the number of students who take the SAT
- +Increase visits/field trips to universities and CTE programs
- +Increase students filling out college and university applications
- +Increase A-G ready students
- +Expand College Night and the resources aimed at helping increase our college going population
- +Provide a Resource Night for parents (jobs, community colleges, universities, CTE programs, etc.)

NEEDS ASSESSMENT - REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators 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 low-income students, English learners, and foster youth have led to improved performance for these students.

CAASPP Results

Students who did not previously meet standards were reduced by 7.21% and 16.38% in ELA and math respectively. Students who nearly met the standard increased in math by 17%. Students who met the standard increased in ELA by 3.5%. Students who exceeded the standard in ELA and math increased by 14.69% and 3.45% in ELA and math respectively.

The increase in state test scores (CAASPP) can be attributed to the inclusion of Horizon's laboratories. The labs, in accompaniment with our learning management system (Edgenuity), encompasses both phases of the utilized blended-learning model. Together, these phases represent the embodiment of the common-core standards and increased rigor, which has led to the increase in math and ELA scores as noted in the above chart. This relationship is the evidence to support the blended-learning models that have been utilized at Horizon School in order to address the WASC team's recommendations. The labs provide small group, direct instruction. Math and ELA are two critical areas that not only are tested but both use reasoning or evidence to support arguments/claims. This requires skills in writing, reading, critical thinking, speaking, etc. Each student is required to receive targeted, direct instruction in both areas for one hour each.

Status and Change Report - Horizon - Riverside County-Spring 2017

Horizon progress (2014-2015 to 2016-2017)

- 10% decrease and 17% decrease in ELA students who were "Not Ready" respectively from 2014-2015 to 2016-2017
- 2% increase in ELA students from 2015-2016 to 2016-2017 who were "Conditionally Ready"
- 10% increase and 15% increase in ELA students who were "Ready" respectively from 2014-2015 to 2016-2017
- 4% increase in Mathematics from 2015-2016 to 2016-2017 of students who are "Ready"

Horizon progress (2016 and 2017 Summary by Cohort):

- 7% decrease in ELA students who "Not Met" the standard from 2016 to 2017
- 2% increase in ELA students who "Met" the standard from 2016 to 2017
- 15% increase in ELA students who "Exceeded" the standard from 2016 to 2017
- 21% decrease in Math students who "Not Met" the standard from 2016 to 2017
- 18% increase in Math students who "Nearly Met" the standard from 2016 to 2017
- 3% increase in Math students who "Met" and "Exceeded" standard from 2016 to 2017

Horizon progress encompassing grades 3-11:

- Horizon students realized an 11% growth in ELA students who "Met" the standards

Horizon's grades 6-8 test scores include two very different programs, Opportunity and K-8 Home School. The Opportunity students typically have struggled academically and behaviorally, and the K-8 Home School students are typically at or above grade level. The students do not represent a true cohort. They come to us at different times throughout the school year and we take them where they are. With that being said, there were areas of improvement at both grade levels:

Grade 7 Math

- 8% increase in students who "Met" standards
- Decrease the percentage of students who "Not Met" the standard by 6%

Grade 8 Math

- Students who "Nearly Met" the standard increased from 15% to 19%

**GREATEST
PROGRESS**

- Students who “Exceeded” the standard increased from 4% to 5%

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Grade 7 ELA:

- Failed to decrease the number of students not meeting and increase those nearly meeting the standard
- We had 6% of the students exceeding the standard compared to zero the previous year

Grade 8 ELA:

- Decreased the percent of “Not Met” students by 5%
- Increased the percent of “Nearly Met” students by 3%
- Increased the percent of students who “Met” the standard by 11%

Horizon made marked improvements in the percentage of ELA Early Assessment Program students ranging from those who were not ready to those who were prepared (three year cohort):

- Decreased the percentage of students who were “Not Ready” from 56% to 46% over a three-year period
- Increased the percentage of students who were “Ready” from 11% to 21% over a three-year period

Horizon made marked improvements in the percentage of Math Early Assessment Program students ranging from those who were not ready to those who were prepared:

- Decreased the percentage of students were “Not Ready” by 3%
- Increased the percentage of students who were “Ready” by 4%. The previous year we were at 0%

Schoolwide Action Plan Refinements

- Commented on refinements made to the Single Schoolwide Action Plan since the self-study visit reflecting on school wide progress and/or newly identified issues.
- Included a copy of the school’s latest updated schoolwide action plan.
- Implemented Independent Studies 9-12 Google Electronic Student Folders
- Implemented District Approved Student/Parent Access platform (VUE)
- Moved from Compass learning management system to Edgenuity
- Implemented CTE Courses through Edgenuity (LMS); Added CTE certification pathway
- Attending College Consortium meetings looking to add dual credit classes (college credits)
- Began AP English Language and Composition Class. We want to extend opportunities for students who need a smaller, flexible and rigorous environment beyond our comprehensive schools
- The Opportunity Program for 10th grade students have been so successful it was determined to do the same for students who are struggling academically in 9th Grade. The criteria for the program is geared for students who have not succeeded in their middle school years and provide them with the additional support needed to bridge the gaps in their instruction. Resulted in addition of 9th grade Bridge Program (transitional program for at-risk 9th graders)
- College Night-Created an informational venue for parents seeking educational opportunities beyond high school. Our goal is to begin and continue to grow the number of students attending four-year institutions.
- Career Day/Fair (Formerly Dress for Success Day)

Referring to the California School Dashboard, identify any state 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 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?

GREATEST NEEDS

Our greatest needs are as follows:

- +Increase parent engagement
- +Increase attendance
- +Increase enrollment
- +Increase number of students attending universities
- +Increase number of students taking SAT
- +Increase student exposure to CTE and universities
- +Create a hands on CTE program that encourages students to continue after high school

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?

PERFORMANCE GAPS

N/A

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways the school will increase or improve services for low-income students, English learners, and foster youth.

- +Counselor will be asked to identify EL and foster learners and their standardized test scores
- +Teachers will be provided with the EL and foster learners data to assist in monitoring their progress
- +EL and foster youth who are struggling in their core areas will be required to participate in the tutoring opportunities at Horizon

**Desert Sands Unified School District
Local Control and Accountability Plan (LCAP)
2017-2020 Goals**

LCAP Goal 1: All students will demonstrate growth as measured by federal, state and district assessments.
LCAP Goal 2: All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.
LCAP Goal 3: All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

**Horizon School
Single Plan for Student Achievement
2018-19 School Goals**

Goal	State Priorities Addressed	Performance Indicator Addressed	Measure/Metric	Base	Target
1	Priority 5: Pupil Engagement	Chronic Absence Rate Decrease Chronic Attendance Rate	CDE DataQuest	36.5	34.5
2	Priority 2: State Standards	Academic Indicator English Language Arts Increase ELA CAASPP Scores	CAASPP	43.4	46
3	Priority 2: State Standards	Academic Indicator Mathematics Increase Math CAASPP Scores	CAASPP	59.65	56.5
4	Priority 1: Basic Services	Local Indicator Increase number of students taking the SAT	College Board	0	5
5	Priority 6: School Climate	Suspension Rate Indicator Reduce the number of suspensions	CA Dashboard	Orange	Yellow
6	Priority 7: Course Access	College/Career Indicator Increase the number of A-G completers	CDE DataQuest	58 completers	61 completers
7	Priority 7: Course Access	Local Indicator Restore school's NCAA status	NCAA	non-existence	existing

2018-19 Strategies to Improve the Academic Achievement of Students

A - Standards-based Curriculum and Instruction	All students are provided the standards-based core curriculum delivered by appropriately assigned and fully credentialed staff.
B - Assessment & Data Monitoring	Programs are based on the assessed academic needs of students.
C - Ongoing Professional Development & Collaboration	Student academic achievement increases through strategies for improving teacher and principal quality.
D - Interventions & Specialized Program Support (EL, Sp. Ed., GATE, At-Risk) (Before/during/after school, summer)	Students are provided the appropriate program services to reach grade level mastery of State standards & assessments.
E - Parent Education and Community Involvement	Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.
F – School Climate/Pupil Engagement	Students are provided a positive environment with opportunities to connect to their school and community.
G - Other Academic Support Strategies	

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
A.1	1	1	Students will receive instruction using standards-based State/District adopted core programs.		Supplemental/Concentration	0
A.2	1	1	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.		Supplemental/Concentration	0
B.1	1	1	Teachers will use IO Education to analyze and monitor student progress.	X	Supplemental/Concentration	0
B.2	1	1	Continued support of benchmark assessments and other common assessments to monitor student achievement throughout the year. Site Department Coordinators will attend TRAC meetings and report back to the site during PLC and/or Department meetings.	X	Supplemental/Concentration	0
B.3	1	1	Provide extra duty funding for certificated staff to collect and analyze EL and other underperforming subgroups data and to identify and target effective instructional strategies and interventions for English Learners and other underperforming subgroups in		Supplemental/Concentration	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			order to raise achievement levels in all testing areas.			
B.4	2	2	Extra time for counseling staff to compile data on targeted at-risk students and plan for appropriate interventions.		Supplemental/Concentration	2,194
B.5	1	1	Site Leadership team will participate in district TRAC meetings to help fully implement state standards and respond adequately to student data.		Supplemental/Concentration	0
C.1	1	1	Raise student achievement on tested content by providing staff development in the areas of student/teacher interaction, student incentives and effective research-based teaching strategies that work with underachieving students and reluctant learners.		Supplemental/Concentration	400
C.2	1	1	Raise the achievement of English Language learners on all tested content by providing staff development on research-based teaching strategies for English Language learners.		Supplemental/Concentration	2,000
C.3	3	1	Provide opportunities for administration, teaching staff, classified support and parents parents to participate in professional development, trainings, and site visits of exemplary schools with similar goals and challenges which will improve the academic programs and general effectiveness of Horizon School.		Supplemental/Concentration	3,000
C.4	1	1	All core classroom teachers are appropriately assigned and fully credentialed. A focus of building academic vocabulary and increasing student engagement of English learners and all learners will be administered during the year.		Supplemental/Concentration	0
C.5	1	1	Instructional staff will receive additional support from the Ed Services division to enhance academic success of all students including students not proficient, students with disabilities, and English learners through systematic professional development opportunities, support from district facilitators, and through participation in the TRAC process in collaboration with outside consultants. TRAC goals include a focus on structured student collaboration and close reading techniques (District Title III funds).		Supplemental/Concentration	0
C.6	1	1	Extra duty/release time for staff to analyze data,	X	Supplemental/Concentration	2,132

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			collaborate, develop curriculum maps/pacing guides, units of study, assessment and tools for parent communication.			
C.7	1	1	Instructional Coach (.5 FTE) provided to increase academic achievement with a focus on non-proficient students and English Learners. The Instructional Coach will provide professional development, coaching and modeling of highly effective instructional practices to the instructional staff, and will support the collaborative process of monitoring student progress (LCAP/LCFF funded)	X	Supplemental/Concentration	0
D.1	1	1	Provide extra duty and/or substitute coverage for an English Learner (EL) coach and EL lead whose responsibilities include assisting teachers through coaching and modeling instruction that includes full implementation of EL strategies in the core classes and ELD. In addition, the EL coach will oversee the collection, analysis, and use of data to improve teaching and learning.		Supplemental/Concentration	0
D.2	2	2	Provide support for research-based supplemental instructional materials for pathways, CTE, online teaching, learning blended learning, and other alternative education learning tools.		Supplemental/Concentration	5,000
D.3	2	2	Provide funding and supplemental materials such as phonics, Rosetta Stone, to be used as supplemental instructional tools to assist with development and differentiated academic support for both math and ELA.		Supplemental/Concentration	5,000
D.4	2	2	Provide staff training, consultation, professional books, and professional development to raise student achievement for students not proficient in ELA, Math, Science, and Social Science. Costs will include substitute teacher coverage, extra duty, consultants, and cost of training. Training will include CABE, AVID, Advanced Placement, PLC, and other notable research based professional development.		Supplemental/Concentration	13,000
D.5	3	1	Provide interventions/tutoring in ELA and Math.		Supplemental/Concentration	0
E.1	3	3	ELAC, SSC, and School Advisory Committee will meet at		Supplemental/Concentration	375

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			least quarterly to discuss school policy, funding, assess academic and non-academic programs for EL students. Funds will be allocated to cover the cost of refreshments, supplies, oral translation, and extra duty for coordinating staff.			
E.2	1	1	Extra duty to provide oral translation for conferences, WASC, committee meetings, and parent education opportunities.		Supplemental/Concentration	0
G.1	1	1	Funding will be provided for replenishing or growing the books and reference material to the library. This shall also include software, hardware, and supplies.		Supplemental/Concentration	2,000
G.2	1	1	Purchase computer equipment, research-based quality software, and technology repairs for student and staff computers, software and material needs which are geared toward increasing student achievement.		Supplemental/Concentration	6,092
G.3	2	2	Provide for research-based and effective implementation of improved online learning and unique strategies to improve the quality of learning at an alternative education site.		Supplemental/Concentration	0
G.4	3	3	Funding for the purpose of updating the schools website and informing the community of the various programs.	X	Supplemental/Concentration	725

Horizon School District Support 2018-19

Notes

Title 1 Centralized Services are reviewed annually at the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and at the school site advisory level. TRAC (Team Response for Achievement through Collaboration) is the district's process for systematic professional development to support rigorous learning for all in a 21st Century environment. District funded Project Facilitators and outside consultants guide the site-determined leadership team to establish and monitor the district focus on continuous improvement. The Instructional Coach at all schools supports the focus on content literacy and full implementation of state standards. Professional Development funded through District Title I and II funds continues throughout the year. District Title III funds additionally support all sites in the specific focus on instructional practices designed to meet the needs of English learners and their families through release time, consultants, and district staff support.

Title I, II, III funds provide district Project Facilitators who provide explicit professional development and site support to improve the academic achievement of students at highest risk, i.e., English learners, students of poverty, and foster youth. Both Title I and non-Title I schools benefit from district-wide ongoing professional development. Site leadership teams meet regularly to determine specific next steps for equity in services to identified students and to establish appropriate interventions, monitor progress and determine additional professional development needs. Students are selected to participate in alternative supports such as academic tutoring, shadow classes or extended learning opportunities.

All students identified as eligible for the Migrant Education Program (MEP) have access to supplemental services provided by the District Migrant Education Program and the Regional MEP through the Riverside County Office of Education (RCOE). Parents of students eligible for the MEP regularly receive information regarding family/support services. RCOE Regional Program staff collaborates with district staff to conduct annual needs assessments, analyze goals and program services, and provide appropriate professional development in relation to the MEP program and identified students and their families.

Horizon School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	41,918.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	41,918.00