

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Horizons Center for Independent Study	07 61754 0730317	April 1, 2026	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Horizons Center for Independent Study for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of this plan is to provide transparency to all Horizons stakeholders including parents, staff and community on budget allocation and expenditures beyond the base of the Local Control Funding Formula as they relate to improving academic performance for all students.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Horizons Center for Independent Study for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of this plan is to provide transparency to all Horizons stakeholders including parents, staff and community on budget allocation and expenditures beyond the base of the Local Control Funding Formula as they relate to improving academic performance for all students.

Horizons' four goals align with the LCAP goals of the Mt. Diablo Unified School District, except for Goal 5, which is specific to Olympic and Crossroad High Schools.

Goal #1:

All students will receive a high-quality education in a safe and welcoming environment, characterized by equitable high expectations, access to technology, and instruction aligned with California State Standards to prepare them for college and career.

Goal #2:

Highly qualified, culturally proficient, and responsive staff will deliver engaging instruction that respects all students' backgrounds, ensuring they are college and career ready.

Goal #3:

Parents, families, and the community will be informed, engaged, and empowered as partners with Mt. Diablo Unified to support student learning.

Goal #4:

Focus scholars—specifically Black/African American students, Foster Youth, and students experiencing homelessness—will benefit from culturally responsive practices and instruction, high expectations, and equal access to educational opportunities within an environment that fosters trust and inclusive partnerships among students, families, and staff.

To achieve these goals, the following components are essential for overall student success:

PLC Time: Teachers are given release time to collaborate on instructional strategies and in-class interventions.

Conferences/Workshops: Teachers have opportunities to attend workshops and conferences that support the development of engaging curriculum and instruction (e.g., The Curriculum Rehab Workshop, California Consortium for Independent Study).

Lexia Reading Support: Licenses are available for Emerging Bilingual students and those needing additional reading assistance.

EdPuzzle: Software designed to enhance accelerated learning.

iReady: Subscriptions that provide support in reading and math comprehension.

Zoom Licenses: Tools to facilitate synchronous instruction in a virtual learning environment.

Educational Partner Involvement

How, when, and with whom did Horizons Center for Independent Study consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholders are involved in the review and planning process of the SPSA and include staff, student, and parents at:

Horizons Staff Meeting: 8/4/25

Instructional Leadership Team Meeting 9/2/25

Horizons Staff Development Day Data Analysis and Mission Statement Review 10/15/25

Site Council Member Review of SPSA 10/1 through 10/29/25

Site Council Meeting 4/26

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Horizons strives to provide all students equal access to resources. All staff work to provide a high quality education utilizing California State Teaching Standards.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The California School Dashboard indicates that the school's performance overview shows chronic absenteeism in the red performance level under the Academic Engagement category. In the Academic Performance category, English Language Learner (ELL) performance is also rated in the red level. Additionally, both English Language Arts (ELA) and Mathematics are categorized at the orange performance level.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Horizons Center for Independent Study. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.38%	0.74%	0.46%	2	2	1
African American	6.03%	5.58%	4.17%	32	15	9
Asian	10.73%	4.46%	6.02%	57	12	13
Filipino	6.03%	3.72%	3.24%	32	10	7
Hispanic/Latino	34.09%	40.52%	45.37%	181	109	98
Pacific Islander	%	0%	0.46%	0	0	1
White	26.37%	28.62%	35.65%	140	77	77
Multiple/No Response	6.78%	8.18%	4.63%	36	22	10
Total Enrollment				531	269	216

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	62	3	
Grade 1	52	17	4
Grade 2	54	16	8
Grade3	50	24	12
Grade 4	46	14	16
Grade 5	51	14	10
Grade 6	34	20	16
Grade 7	22	33	19
Grade 8	22	15	27
Grade 9	18	11	8
Grade 10	26	32	18
Grade 11	30	36	34
Grade 12	64	34	44
Total Enrollment	531	269	216

Conclusions based on this data:

1. Data indicates that the majority of the students that attend Horizons are Hispanic/Latino. This data has been consistent with prior enrollment.
2. Data indicates that the Hispanic student population enrollment has increase the last three school years. Currently the Hispanic student population comprises 45.37% of enrolled students.
3. Data indicates that 12th grade class has the highest number of students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	73	27	30	4.7%	13.7%	13.9%
Fluent English Proficient (FEP)	73	54	46	22.9%	13.7%	21.3%
Reclassified Fluent English Proficient (RFEP)		43		0.0%		

Conclusions based on this data:

1. Data indicates that the number of English Language Learners at Horizons has increased from the 2022-2023 school year.
2. Data indicates that the percentage of English Language Learners at Horizons in 2023-2024 school year is higher than in 2022-2023 since the overall enrollment number is lower.
3. Data indicates that the number of Fluent English Proficient students at Horizons in 2023-2024 is higher, than the percentage of Fluent English Proficient students in 2022-2023. The overall enrollment number is lower than 2022-2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47	26	11	39	25	11	39	25	11	83.0	96.2	100
Grade 4	37	14	14	32	13	12	32	13	12	86.5	92.9	85.7
Grade 5	45	13	12	40	11	11	39	11	9	88.9	84.6	91.7
Grade 6	42	26	23	11	23	21	11	23	21	26.2	88.5	91.3
Grade 7	24	31	25	0	24	17	0	24	17	0.0	77.4	68
Grade 8	22	25	33	7	14	21	7	14	21	31.8	56.0	63.6
Grade 11	42	55	42	20	35	21	20	35	21	47.6	63.6	50
All Grades	259	190	160	149	145	114	148	145	112	57.5	76.3	71.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2441.	2452.	2370.	28.21	32.00	18.18	23.08	20.00	9.09	23.08	32.00	36.36	25.64	16.00	36.36
Grade 4	2449.	2437.	2443.	25.00	15.38	16.67	18.75	15.38	16.67	18.75	15.38	25.00	37.50	53.85	41.67
Grade 5	2501.	2497.	*	20.51	27.27	*	30.77	18.18	*	15.38	18.18	*	33.33	36.36	*
Grade 6	2503.	2496.	2470.	18.18	8.70	4.76	18.18	21.74	9.52	18.18	34.78	42.86	45.45	34.78	42.86
Grade 7		2562.	2521.		29.17	5.88		25.00	23.53		8.33	41.18		37.50	29.41
Grade 8	*	2549.	2511.	*	14.29	0.00	*	28.57	33.33	*	28.57	23.81	*	28.57	42.86
Grade 11	2618.	2608.	2587.	15.00	20.00	23.81	65.00	45.71	38.10	10.00	20.00	9.52	10.00	14.29	28.57
All Grades	N/A	N/A	N/A	22.97	21.38	11.61	29.73	27.59	23.21	17.57	22.76	27.68	29.73	28.28	37.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.95	*	*	76.92	*	*	5.13	*	*
Grade 4	21.88	*	*	59.38	*	*	18.75	*	*
Grade 5	15.38	*	*	64.10	*	*	20.51	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	31.43	*	*	57.14	*	*	11.43	*
All Grades	20.27	20.14	12.50	63.51	60.42	57.14	16.22	19.44	30.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.64	*	*	51.28	*	*	23.08	*	*
Grade 4	19.35	*	*	48.39	*	*	32.26	*	*
Grade 5	17.95	*	*	53.85	*	*	28.21	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	32.35	*	*	55.88	*	*	11.76	*
All Grades	21.09	23.78	12.50	53.06	51.75	49.11	25.85	24.48	38.39

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.51	*	*	64.10	*	*	15.38	*	*
Grade 4	12.50	*	*	71.88	*	*	15.63	*	*
Grade 5	23.08	*	*	69.23	*	*	7.69	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	5.71	*	*	88.57	*	*	5.71	*
All Grades	19.59	11.81	8.93	67.57	79.86	68.75	12.84	8.33	22.32

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.51	*	*	66.67	*	*	12.82	*	*
Grade 4	21.88	*	*	56.25	*	*	21.88	*	*
Grade 5	20.51	*	*	58.97	*	*	20.51	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	17.14	*	*	71.43	*	*	11.43	*
All Grades	20.27	18.06	12.50	62.16	63.89	60.71	17.57	18.06	26.79

Conclusions based on this data:

1. Data indicates that the overall percentage of students tested for CAASPP decreased to 71.3%. 7th and 8th grades had the lowest student participation rate for CAASPP.
2. Data indicates that 11.61% of overall students tested exceeded the standard in ELA.
3. Data indicates that 50.89% of overall students tested met or nearly met the ELA standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47	26	11	37	25	11	37	25	11	78.7	96.2	100
Grade 4	37	14	14	31	14	12	31	14	12	83.8	100.0	85.7
Grade 5	44	13	12	41	0	10	41	0	10	93.2	0.0	83.3
Grade 6	42	26	23	9	23	21	9	23	21	21.4	88.5	91.3
Grade 7	24	31	25	0	23	18	0	22	18	0.0	74.2	72
Grade 8	22	25	33	8	13	23	8	13	22	36.4	52.0	69.7
Grade 11	42	55	42	20	32	19	20	32	19	47.6	58.2	45.2
All Grades	258	190	160	146	130	114	146	129	113	56.6	68.4	71.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2442.	2452.	2383.	24.32	28.00	0.00	32.43	32.00	36.36	13.51	16.00	18.18	29.73	24.00	45.45
Grade 4	2460.	2434.	2435.	19.35	7.14	8.33	19.35	28.57	8.33	32.26	21.43	58.33	29.03	42.86	25.00
Grade 5	2490.		*	12.20		*	29.27		*	24.39		*	34.15		*
Grade 6	*	2497.	2476.	*	4.35	4.76	*	21.74	14.29	*	43.48	33.33	*	30.43	47.62
Grade 7		2516.	2517.		13.64	0.00		27.27	27.78		22.73	44.44		36.36	27.78
Grade 8	*	2489.	2485.	*	15.38	9.09	*	0.00	13.64	*	23.08	18.18	*	61.54	59.09
Grade 11	2527.	2541.	2543.	5.00	3.13	0.00	5.00	12.50	31.58	30.00	37.50	31.58	60.00	46.88	36.84
All Grades	N/A	N/A	N/A	16.44	11.63	4.42	21.23	20.93	22.12	24.66	28.68	30.97	37.67	38.76	42.48

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.43	*	*	45.95	*	*	21.62	*	*
Grade 4	22.58	*	*	48.39	*	*	29.03	*	*
Grade 5	14.63		*	56.10		*	29.27		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	3.13	*	*	81.25	*	*	15.63	*
All Grades	19.86	13.18	7.96	50.00	60.47	53.10	30.14	26.36	38.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.32	*	*	56.76	*	*	18.92	*	*
Grade 4	22.58	*	*	41.94	*	*	35.48	*	*
Grade 5	7.32		*	70.73		*	21.95		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	6.25	*	*	68.75	*	*	25.00	*
All Grades	15.75	14.73	6.19	56.85	58.91	63.72	27.40	26.36	30.09

Conclusions based on this data:

1. 2023-2024 Data indicates in that 26.54% of students met or exceeded standards in Math, that is a decrease 6.02% from the 2022-2023 data.
2. Data indicates that the percentage of overall achievement for students that met or exceeded the standard on the Math CAASPP in 2022-2023 is 32.56%. This is a decrease from the 2021-2022 school year of 37.67%.
3. Data indicates that 7th, 8th and 11th grades have the lowest percentage of overall participation for the 2023-2024 CAASPP.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	1443.9	*		1456.5	*		1430.7	*		11	*	
2	*	*		*	*		*	*		10	5	
3	*	*	*	*	*	*	*	*	*	10	6	*
4	*	*	*	*	*	*	*	*	*	7	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*	0	*	5
10	*		*	*		*	*		*	4	0	*
12	*		*	*		*	*		*	*	0	*
All Grades										51	23	24

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	9.09	*		36.36	*		27.27	*		27.27	*		11	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*	*		*
12	*		*	*		*	*		*	*		*	*		*
All Grades	20.00	15.79	16.67	48.00	47.37	20.83	24.00	21.05	33.33	8.00	15.79	29.17	50	19	24

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	27.27	*		18.18	*		45.45	*		9.09	*		11	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*	*		*
12	*		*	*		*	*		*	*		*	*		*
All Grades	42.00	42.11	29.17	34.00	26.32	25.00	22.00	21.05	20.83	2.00	10.53	25.00	50	19	24

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	9.09	*		18.18	*		36.36	*		36.36	*		11	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*	*		*
12	*		*	*		*	*		*	*		*	*		*
All Grades	10.00	5.26	4.17	36.00	42.11	12.50	30.00	31.58	37.50	24.00	21.05	45.83	50	19	24

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	45.45	*		45.45	*		9.09	*		11	*	
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*
12	*		*	*		*	*		*	*		*
All Grades	44.00	26.32	29.17	50.00	68.42	54.17	6.00	5.26	16.67	50	19	24

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	9.09	*		63.64	*		27.27	*		11	*	
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*
12	*		*	*		*	*		*	*		*
All Grades	48.98	47.06	73.68	42.86	47.06	15.79	8.16	5.88	10.53	49	17	19

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	9.09	*		45.45	*		45.45	*		11	*	
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*
12	*		*	*		*	*		*	*		*
All Grades	18.00	10.53	10.00	56.00	57.89	40.00	26.00	31.58	50.00	50	19	20

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	9.09	*		54.55	*		36.36	*		11	*	
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*
12	*		*	*		*	*		*	*		*
All Grades	16.00	15.79	8.33	70.00	73.68	87.50	14.00	10.53	4.17	50	19	24

Conclusions based on this data:

1. Data indicates that 2021-2022 was the most recent data available for ELPAC results.
2. Data indicates that 1st grade had the highest number of students administered the ELPAC in 2021-2022.
3. Data indicates that 48% of students tested scored at level 3 in the 2021-2022 school year.

School and Student Performance Data

California School Dashboard Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
216	41.2%	13.9%	0.0%
Total Number of Students enrolled in Horizons Center for Independent Study.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	13.9%
Foster Youth	0	0.0%
Homeless	2	0.9%
Socioeconomically Disadvantaged	89	41.2%
Students with Disabilities	32	14.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	4.2%
American Indian	1	0.5%
Asian	13	6%
Filipino	7	3.2%
Hispanic	98	45.4%
Two or More Races	10	4.6%
Pacific Islander	1	0.5%
White	77	35.6%

Conclusions based on this data:

- 1. 2022-2023 Data indicates that the Hispanic student group has the highest enrollment at 40.5%.
- 2. 2022-2023 Data indicates that the percentage of students who are socio-economically disadvantaged is 46.8%
- 3. 2022-2023 Data indicates that the percentage of students who are English Learners is 10%

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Graduation Rate  Red	Suspension Rate  Blue
Mathematics  Red	Chronic Absenteeism  Orange	
English Learner Progress  No Performance Color		
College/Career  Yellow		

Conclusions based on this data:

- 1. The 2023 Dashboard indicates the overall performance for all students in English Language Arts is in the orange performance color indicator.
- 2. The 2023 Dashboard indicates the English Learner Progress for students is in the red performance color indicator.
- 3. The 2023 Dashboard indicates the chronic absenteeism is also in the red performance color indicator.

School and Student Performance Data

Academic Performance English Language Arts

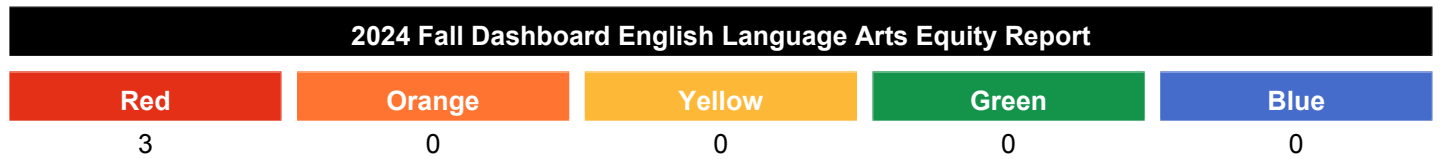
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Red 129.3 points below standard Declined 49.9 points 130 Students	English Learners  No Performance Color 177.5 points below standard Declined 31.9 points 26 Students	Long-Term English Learners  No Performance Color 244.6 points below standard 11 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Red 175.2 points below standard Declined 93.2 points 66 Students

Students with Disabilities  No Performance Color 253.4 points below standard Declined 64.8 points 14 Students	African American  No Performance Color Less than 11 Students 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 198.5 points below standard 13 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Red 142.8 points below standard Declined 49.4 points 61 Students
Two or More Races  No Performance Color Less than 11 Students 7 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Red 109.5 points below standard Declined 34.3 points 42 Students

Conclusions based on this data:

1. Data from the 2022 Fall Dashboard English Language Art Performance by Race/Ethnicity indicates there is no performance level for: African American students, Homeless students, and Foster Youth. Horizons teachers need to work together to ensure those student populations are tested.
2. Data from the 2023 Fall Dashboard for English Language Art Performance for all students indicated a significant increase. In 2022 Fall Dashboard for English Language Art Performance was 153.2 points below standard, very low on the performance level. The performance for students on standard increased so the percentage of student below standard decreased to 79.4 points
3. Data from the 2023 Fall Dashboard English Language Art Performance by Race/Ethnicity indicates the English Language Learner student group scored 145.6 points below standard, very low on the performance level. This is a significant decrease from the 2022 data. A decrease of -22.9 points.

School and Student Performance Data

Academic Performance Mathematics

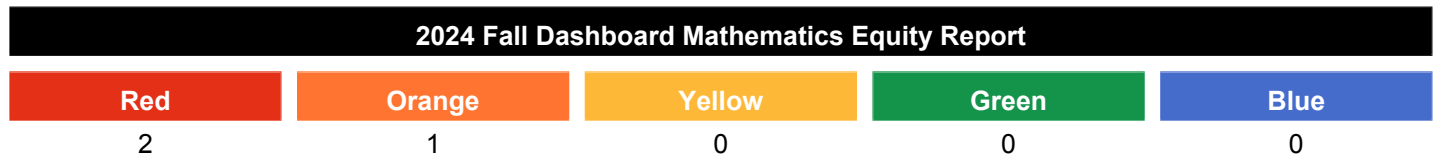
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 155.4 points below standard Declined 6.0 points 131 Students	English Learners  No Performance Color 187.1 points below standard Increased 10.0 points 26 Students	Long-Term English Learners  No Performance Color 267.1 points below standard 11 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Red 193.0 points below standard Declined 37.7 points 67 Students

Students with Disabilities  No Performance Color 258.9 points below standard Declined 42.2 points 14 Students	African American  No Performance Color Less than 11 Students 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 222.8 points below standard 13 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Orange 160.2 points below standard Increased 8.3 points 62 Students
Two or More Races  No Performance Color Less than 11 Students 7 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Red 150.7 points below standard Declined 15.9 points 42 Students

Conclusions based on this data:

1. Data from the 2023 Fall Dashboard Math Performance indicates 155 students were below standard in Mathmatics, at 149.4 points. This is an improvement of 20.2 points from the Fall 2022 data.
2. Data from the 2023 Fall Dashboard Math Performance by Race/Ethnicity indicates the current English Learner student group scored 197.1 points below standard, which is significant decrease from the 2022 Fall Dashboard data.
3. Data from the 2023 Fall Dashboard Math Performance indicates the students with disabilities subgroup increased their Mathematics performance significantly(an increase of 53.3 points) from the Fall 2022 performance.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 25.0 points above standard making progress. Number Students: 28 Students	 No Performance Color making progress. Number Students: 7 Students

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.

2024 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
3	7	0	7

Conclusions based on this data:

1. Data from the 2023 Fall Dashboard student English Language Acquisition Results indicates 10% of the current English Learners progressed at least one ELPI level.
2. Data from the 2023 Fall Dashboard student English Language Acquisition Results indicates 6% of the current English Learners decreased at least one ELPI level.
3. Data from the 2023 Fall Dashboard student English Language Acquisition Results indicate 31.3% of the current English Learner students are making progress towards English Language proficiency.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

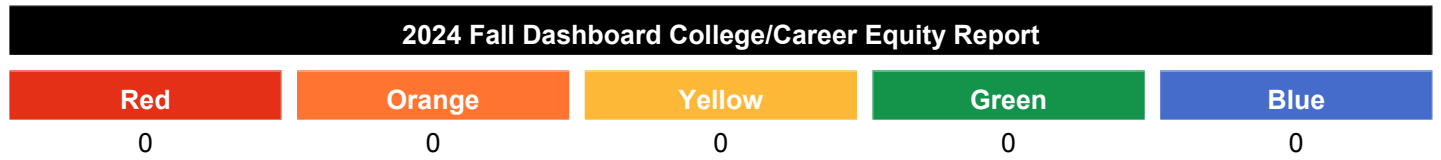
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Yellow 10.6 Prepared Increased 3.9 66 Students	English Learners  No Performance Color Less than 11 Students 0 7 Students	Long-Term English Learners  No Performance Color Less than 11 Students 0 5 Students
Foster Youth  No Performance Color Less than 11 Students 0 2 Students	Homeless  No Performance Color Less than 11 Students 0 4 Students	Socioeconomically Disadvantaged  No Performance Color 7.9 Prepared Increased 3.9 38 Students

Students with Disabilities  No Performance Color Less than 11 Students 0 9 Students	African American  No Performance Color Less than 11 Students 0 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 0 7 Students	Filipino  No Performance Color Less than 11 Students 0 3 Students	Hispanic  No Performance Color 4.8 Prepared Maintained 0.5 21 Students
Two or More Races  No Performance Color Less than 11 Students 0 4 Students	Pacific Islander  No Performance Color Less than 11 Students 0 1 Student	White  No Performance Color 10.7 Prepared Maintained 1.1 28 Students

Conclusions based on this data:

1. Data indicates that 6.7% of students are prepared for College/Career.
2. Data indicates that 11.8% percentage of white students are college and career prepared
3. Data indicates that Horizons needs to make active efforts to increase the percentage of students who are college and career prepared.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Orange 37.6% Chronically Absent Declined 10.9 141 Students	English Learners  No Performance Color 35% Chronically Absent Declined 18.1 20 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Socioeconomically Disadvantaged  Orange 37.3% Chronically Absent Declined 20.1 75 Students

Students with Disabilities  No Performance Color 57.1% Chronically Absent Increased 5.1 14 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 27.3% Chronically Absent Declined 31.1 11 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Orange 37.3% Chronically Absent Declined 18.9 67 Students
Two or More Races  No Performance Color 58.3% Chronically Absent Increased 22.6 12 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Red 34.1% Chronically Absent Increased 2.1 41 Students

Conclusions based on this data:

1. Data indicates that 48.5% of the overall student population are Chronically Absent.
2. Data indicates that 57.4% of the Socio Economically disadvantaged student population has a chronically absent attendance rate.
3. Data indicates that 53.1% of the English Learner student population has a chronically absent attendance rate. This is an increase of 12.3% from the 2021-2022 data.

School and Student Performance Data

Academic Engagement Graduation Rate

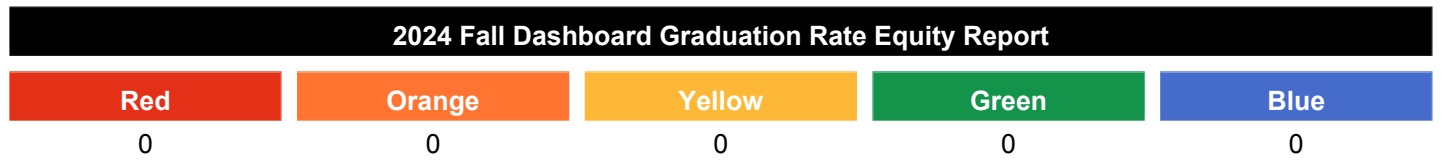
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Red 60.3% graduated Declined 21.9% 68 Students	English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  No Performance Color 65% graduated Declined 11% 40 Students

Students with Disabilities  No Performance Color 72.7% graduated 11 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  No Performance Color 63.6% graduated Declined 10% 22 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color 53.6% graduated Declined 46.4% 28 Students

Conclusions based on this data:

1. Data indicates that the graduation rate percentage 82.2% graduated which is a significant increase from the Fall 2022 data.
2. Data indicates that 76% of socio-economically disadvantaged students graduated, a decrease from 77.6%
3. Data indicates that 73.7% of Hispanic students graduated and increase from 64.5%.

School and Student Performance Data

Conditions & Climate Suspension Rate

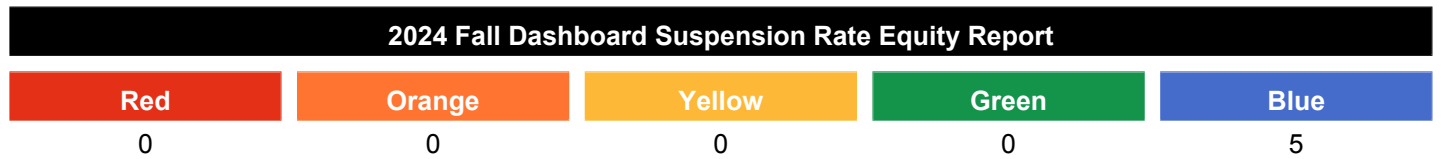
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Maintained 0.2% 357 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 50 Students	Long-Term English Learners  No Performance Color 0% suspended at least one day Maintained 0% 31 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Maintained 0% 173 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 49 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 0% suspended at least one day Maintained 0% 28 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 157 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 23 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Blue 0% suspended at least one day Declined 0.7% 117 Students

Conclusions based on this data:

1. Data indicates that Horizons has a very low suspension rate.
2. Horizons intends to keep the suspension rate low by proactively working with students.
3. Data indicated that 0.2% of students were suspended per day.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 1

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2023-2024 CAASPP ELA Data

Horizons had a 71.3% participation rate in the ELA CAASPP for 2023-2024. The percentage of students meeting or exceeding standards by grade level is as follows:

3rd Grade: 27.27%
4th Grade: 33.34%
5th Grade: Data not available
6th Grade: 14.28%
7th Grade: 29.41%
11th Grade: 61.91%

Overall Testing Participation

ELA CAASPP participation increased to 71.3%, but this reflects a 5% decline from previous levels. The goal of increasing participation by 10% was not achieved.

2023-2024 SEL Assessment

During the school year, students participated in SEL assessments three times. As of October 2023, the results were:

High Competency: 33.8%
Mid-Level Competency: 57.4%
Low Competency: 8.8%
October 2024 SEL assessment results are pending.
2023-2024 Goals Assessment

Healthy Kids Survey Results 2023-2024 for 10th graders

Participation Rate: % response rate out of students)
Life Satisfaction: 76%
Caring Adult on Campus: 55%
School Connectedness: 45%
Academic Motivation: %
High Expectations: 77%
Experienced Harassment: 19%
Cyber Bullying: 12%
Rumors or Lies Spread: 14 %
Chronic Sadness: 38%
Emotional Distress: 34 %

Healthy Kids Survey Results 2023-2024 for 11th graders

Participation Rate: % response rate out of students)
Life Satisfaction: 57%
Caring Adult on Campus: 87 %
School Connectedness: 59%
Academic Motivation: 56%
High Expectations: 87%
Experienced Harassment: 35%
Cyber Bullying: 22%
Rumors or Lies Spread: 30%
Chronic Sadness: 48%
Emotional Distress: 35%

Healthy Kids Survey Results 2023-2024 for 12th graders

Participation Rate: % response rate out of students)
Life Satisfaction: 62%
Caring Adult on Campus: 78 %
School Connectedness: 60 %
Academic Motivation: 71%
High Expectations: 78%
Experienced Harassment: 27%
Cyber Bullying: 11%
Rumors or Lies Spread: 9%

Chronic Sadness: 91%
Emotional Distress: 34 %

ELA Achievement: The goal was to raise the percentage of students meeting or exceeding standards from 52.7% in 2021-2022 to 62.7% by 2024. This goal was not met, with a decrease to 34.82%.

Math Achievement: The goal was to increase the percentage from 37.67% in 2021-2022 to 47.67% by 2024. This goal was not met, with a decline to 26.54%.

Attendance Rate: The target was to improve the satisfactory attendance rate by 10%. A 4% increase was achieved, bringing the rate to 27.3%, but this fell short of the 10% goal.

SEL Competency: The aim was to increase students reporting high and mid-level competency by 5%, from 91.2% to 96.2%. Final results are pending.

2024-2025 Goals

Increase overall testing participation by 10%.

Increase the percentage of students meeting or exceeding ELA CAASPP standards by 10% from 34.82%.

Increase the percentage of students meeting or exceeding Math CAASPP standards by 10% from 26.54%.

Improve the satisfactory attendance rate by 10%.

Raise the percentage of students self-reporting high and mid-level competency by 5%.

2023-2024 Goals Assessment

ELA Achievement: The goal was to raise the percentage of students meeting or exceeding standards from 52.7% in 2021-2022 to 62.7% by 2024. This goal was not met, with a decrease to 34.82%.

Math Achievement: The goal was to increase the percentage from 37.67% in 2021-2022 to 47.67% by 2024. This goal was not met, with a decline to 26.54%.

Attendance Rate: The target was to improve the satisfactory attendance rate by 10%. A 4% increase was achieved, bringing the rate to 27.3%, but this fell short of the 10% goal.

SEL Competency: The aim was to increase students reporting high and mid-level competency by 5%, from 91.2% to 96.2%. Final results are pending.

2024-2025 Goals

Increase overall testing participation by 10%.

Increase the percentage of students meeting or exceeding ELA CAASPP standards by 10% from 34.82%.

Increase the percentage of students meeting or exceeding Math CAASPP standards by 10% from 26.54%.

Improve the satisfactory attendance rate by 10%.

Raise the percentage of students self-reporting high and mid-level competency by 5%.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 ELA CAASPP overall testing participation percentage.	71.3% exceeded	67.5%
2023-2024 Math CAASPP overall testing participation percentage.	71.3% exceeded	66.6%
2023-2024 ELA CAASPP overall achievement for all students standard met or nearly met.	50.89% not met	62.7%
2023-2024 Math CAASPP overall achievement for all students standard met or nearly met.	53.09% exceeded	47.67%
2023-2024 suspension rate	1 student suspended	Maintain

2023-2024 SEL survey data	Fall 2024 ____ high levels of competency, _ % reported mid levels of competency, and _ % reported low levels of competency.	Spring SEL data students self-reporting high and middle level of competency by 5% from the first to last survey, from 91.2% to 96.2%.
2023-2024 satisfactory attendance rate.	27.3% improved but goal not met	33.3% Satisfactory attendance rate

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Promote a college going/post secondary plans culture through implementation of research based strategies, a professional learning community, timely analysis of formative assessment data that prepare students for the educational future with focus on 21st century skills.	All Students	6710.64 LCFF Supplemental 4000 - 4999 Books and Supplies Substitutes for release time for teachers to work collaboratively in teams and attend workshops. 4930.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Registration fees for teachers to attend conferences and workshops 2500.00 LCFF Supplemental 4000 - 4999 Books and Supplies Timesheet fees to pay for the hours when for teachers attend professional development sessions outside of contracted hours 3263.36 LCFF Supplemental 4000 - 4999 Books and Supplies Purchase of necessary supplemental instructional materials to support implementation of outcomes from professional development 10000.64 LCFF Supplemental 4000 - 4999 Books and Supplies ENY Materials for Elementary program at Horizons 5700.00 Site Discretionary 4000 - 4999 Books and Supplies EdPuzzle purchase to increase engagement and spark critical thinking with embedded questions

1.2	Awards and recognition materials related to attendance	All Students	1500 Site Discretionary 4000 - 4999 Books and Supplies Materials and supplies 1000 Site Discretionary 4000 - 4999 Books and Supplies Awards and recognition materials related to attendance
1.3	Software computer-based instruction for students to practice reading skills in English. (The Purchase of Lexia Licenses for Horizons' students.)	English Learners	6861.36 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Lexia
1.4	Provide Zoom license to all Virtual Learning Program Teacher	All Students	1000.00 Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Zoom licenses 3080.00 Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) iReady
1.5	Provide social emotional support for students, including collaboration with district personnel, consultants, and or/outside agencies.	All Students	2000.00 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)
1.6	Provide substitutes as needed for class coverage, release time for teachers for conferences, professional development, and/or collaboration.	All Students	4000.00 Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)
1.7	Provide students opportunities for accelerated learning	All Students	3000.00 Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Timesheet fees to pay for the hours outside of contracted time teachers provide students assistance with accelerated learning

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2023-2024 CAASPP ELA Data
Horizons had a 71.3% participation rate in the ELA CAASPP for 2023-2024. The percentage of students meeting or exceeding standards by grade level is as follows:

3rd Grade: 27.27%
4th Grade: 33.34%
5th Grade: Data not available
6th Grade: 14.28%
7th Grade: 29.41%
11th Grade: 61.91%
2023-2024 CAASPP Math Data
In Math, the participation rate was 56.6%. The results by grade level are:

3rd Grade: 36.36%
4th Grade: 16.66%
5th Grade: Data not available
6th Grade: 19.05%
7th Grade: 27.78%
8th Grade: 22.73%
11th Grade: 31.58%
Overall Testing Participation
ELA CAASPP participation increased to 71.3%, but this reflects a 5% decline from previous levels. The goal of increasing participation by 10% was not achieved.

2023-2024 SEL Assessment
During the school year, students participated in SEL assessments three times. As of October 2023, the results were:

High Competency: 33.8%
Mid-Level Competency: 57.4%
Low Competency: 8.8%
October 2024 SEL assessment results are pending.

2023-2024 Goals Assessment

ELA Achievement: The goal was to raise the percentage of students meeting or exceeding standards from 52.7% in 2021-2022 to 62.7% by 2024. This goal was not met, with a decrease to 34.82%.
Math Achievement: The goal was to increase the percentage from 37.67% in 2021-2022 to 47.67% by 2024. This goal was not met, with a decline to 26.54%.
Attendance Rate: The target was to improve the satisfactory attendance rate by 10%. A 4% increase was achieved, bringing the rate to 27.3%, but this fell short of the 10% goal.
SEL Competency: The aim was to increase students reporting high and mid-level competency by 5%, from 91.2% to 96.2%. Final results are pending.

2024-2025 Goals

Increase overall testing participation by 10%.
Increase the percentage of students meeting or exceeding ELA CAASPP standards by 10% from 34.82%.
Increase the percentage of students meeting or exceeding Math CAASPP standards by 10% from 26.54%.
Improve the satisfactory attendance rate by 10%.
Raise the percentage of students self-reporting high and mid-level competency by 5%.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 2

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Horizons' enrollment comprises various student groups, including English Learners at 13.9%, Foster Youth at __%, Homeless students at __%, Socioeconomically Disadvantaged students at __%, and Students with Disabilities at __%.

Data shows that Horizons' student population is 45.37% Hispanic, reflecting an increase from the 2022-2023 school year. The White student subgroup makes up 35.65%, also indicating an increase. The African American student group accounts for 4.17% of the enrollment, while the Asian student population has risen from 4.46% to 6.02%.

In terms of performance, the African American student group recorded the highest number of students below standard in English Language Arts (ELA) on the CAASPP, scoring 197.1 points below standard. The Hispanic student subgroup, which had the largest number of students tested, scored 93.4 points below standard in ELA. English-only students scored 81.6 points below standard, while current English Learners scored 175 points below standard on the ELA CAASPP.

Horizons staff are committed to supporting more students in achieving or exceeding the ELA CAASPP standard. They will also focus on implementing strategies to enhance student outcomes in technology, differentiated instruction, and project-based learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 Fall Dashboard ELA performance African American Students	162.4 points below standard	decrease by 10 points
2023 Fall Dashboard ELA performance English Learners	132.5 points below standard	decrease by 10 points
2023 Fall Dashboard ELA performance Socioeconomically disadvantaged students	153.2 points below standard	decrease by 10 points
2023 Fall Dashboard ELA performance Hispanic students	135.0 points below standard	decrease by 10 points
2023 Fall Dashboard Math performance African American Students	169.1 points below standard	decrease by 10 points

2023 Fall Dashboard Math performance English Learners	118.2 points below standard	decrease by 10 points
2023 Fall Dashboard Math performance Socioeconomically disadvantaged students	154.7 points below standard	decrease by 10 points
2023 Fall Dashboard Math performance Hispanic students	139.9 points below standard	decrease by 10 points

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide professional development regarding how to support these student subgroups: socio-economically disadvantaged students, Hispanic students, African American students, Emerging Bilingual students. Teachers will provide targeted support with a focus on healthy communication. Teachers will ensure inclusion of ELD standards and practices in all content areas. Horizons will provide Lexia to students who are not moving towards reclassification at predictable rates.	All Students	2380.00 Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitutes for release time for teachers to analyze data and assist with targeted intervention planning. 4148.00 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) iReady subscriptions
2.2	Professional development for all staff in areas of culturally responsive practices, equity and inclusion.	All Students	
2.3			
2.4			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 3

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2023-2024 California School Parent Survey provided information that indicates Horizons can improve in communication to parents, families, and community in the area listed below.
Increase parent and student engagement to support student achievement.

According to the California Healthy Kids Survey Parental involvement saw a , _ from ___to%, _ the goal of a 10% improvement. Engagement in school activities ___5% to __%, also exceeding the 10% target. The percentage of parents who felt encouraged to be active partners in the school increased from 38% to 60%. Similarly, those who felt their input was actively sought by the school grew from ___% to ___, again surpassing the 10% target. The sense of being welcomed to participate jumped significantly from 14% to 80%, well above the expected increase of 10%. Additionally, participation in Back-to-School Night rose from 3 families to 8 families, achieving the set target.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 California School Parent Survey-School actively seeks the input of parents before making important decisions	Actual outcome 87%	increase 10%
Attendance at orientation CIS	80%/80%	increase 10%
2023-2024 California School Parent Survey-Promotion of parental involvement in school	44%/49%	increase 10%
2023-2024 California School Parent Survey-School encourages me to be an active partner	48%/40	increase 10%
2023-2024 California School Parent Survey-School actively seeks the input of parents	33%/40%	increase 10%
2023-2024 California School Parent Survey-Parents feel welcome to participate at the school	39%/53%	increase 10%

Attendance at orientation for 6-8 virtual learning program	95%/	Maintain
Attendance at graduation fair	95%/90%	Maintain

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Engage parents, students and staff through improved and increased communication.	All Students	2500.00 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Print Shop 0 Smores newsletter 1000 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Extra time for clerical sub to call families and invite them to Horizons' orientation, Back to School Nights, and Grad Fair 2500 LCFF Supplemental 4000 - 4999 Books and Supplies Supplies and materials
3.2	Quarterly mailings to families about academic progress and school announcements.	All Students	2300 Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Postage
3.4			
3.5			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2023-2024 California School Parent Survey-School actively seeks the input of parents before making important decisions. Actual outcome 87%

2023-2024 California School Parent Survey-Promotion of parental involvement in school. Baseline was 44% actual data was 49% increase but not by the 10% increase goal.

2023-2024 California School Parent Survey-School encourages me to be an active partner. Baseline was 48%/40

2023-2024 California School Parent Survey-School actively seeks the input of parents baseline was 33% actual was 40% an increase of 7% but not by the 10% increase goal.

2023-2024 California School Parent Survey-Parents feel welcome to participate at the school 39% actual was 14% an increase of 7% exceeding the goal.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 4

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Focus scholars, specifically Black/African American students, Foster Youth, students experiencing homelessness, students with disabilities and emerging bilingual students, will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, parents/guardians and staff.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Enrollment data at Horizons shows that 5.58% of students are African American, while both Foster Youth and Homeless students each represent 0.6% of the student population.

ELA Academic Performance

According to the Fall 2023 dashboard:

Hispanic students scored 93.4 points below the standard, reflecting a significant decline of 23 points.

White students scored 134.8 points below the standard, with a notable drop of 20.2 points.

No ELA performance data is available for the African American, Homeless, or Foster Youth subgroups.

Socioeconomically disadvantaged students scored 82 points below standard, a considerable decline of 98.9 points.

Math Academic Performance

In Math, the Fall 2023 dashboard shows:

Hispanic students scored 168.4 points below the standard, a substantial decline of 68.6 points.

White students scored 75.2 points below the standard.

There is no Math performance data for African American, Homeless, or Foster Youth students.

English Learners scored 197.1 points below standard, indicating a notable improvement of 37.5 points.

Socioeconomically disadvantaged students scored 155.3 points below standard, with a significant decline of 51.8 points.

Students with disabilities scored 216.7 points below standard, reflecting a considerable decline of 53.3 points.

To gain a clearer understanding of student performance, Horizons will focus on increasing CAASPP testing participation for these subgroups during the 2023-2024 school year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participation in CAASPP testing for these two student subgroups.	No performance level for Foster Youth or African American Students	Performance levels indicated

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Academic check in with counselor	Foster Youth African American	
4.2	Staff will be provided release time to support teachers in developing culturally relevant lesson plans. Staff will visit programs that have been identified as having culturally responsive teaching practices.	Foster Youth African American	4086 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Time Sheets to pay for the hours outside of work time to develop culturally relevant curriculum

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$74,460.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Supplemental	\$50,500.00
Site Discretionary	\$23,960.00

Subtotal of state or local funds included for this school: \$74,460.00

Total of federal, state, and/or local funds for this school: \$74,460.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	23,320	-640.00
LCFF Supplemental	32,700	-17,800.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental	50,500.00
Site Discretionary	23,960.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	18,396.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	1,000.00
4000 - 4999 Books and Supplies	33,174.64
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	21,889.36

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	9,016.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	1,000.00
4000 - 4999 Books and Supplies	LCFF Supplemental	24,974.64
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	15,509.36

1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	9,380.00
4000 - 4999 Books and Supplies	Site Discretionary	8,200.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Site Discretionary	6,380.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,546.00
Goal 2	6,528.00
Goal 3	8,300.00
Goal 4	4,086.00

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:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Jeff Hagerstrand	Classroom Teacher
Nicola James	Classroom Teacher
June Rodriguez	Other School Staff
open	Secondary Student
open	Parent or Community Member
open	Parent or Community Member
Charles A Harrington Jr.	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

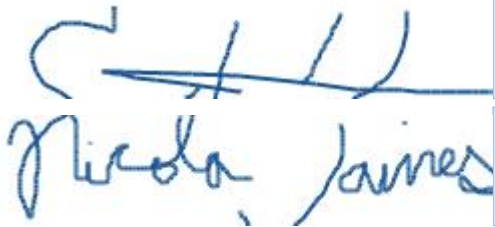
Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on 4/1/26.

Attested:

A handwritten signature in blue ink, appearing to read "Nicola James", is written over a light blue rectangular background.

Principal, Charles A Harrington Jr. on 4/1/26

SSC Chairperson, Nicola James on 4/1/26

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023