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HORIZON CHARTER SCHOOLS

Western Association of Schools and Colleges
Accrediting Commission for Schools

ACS WASC Self-Study Report

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Western Placer Unified School Charter

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Virtual Visit: May 6-8, 2024



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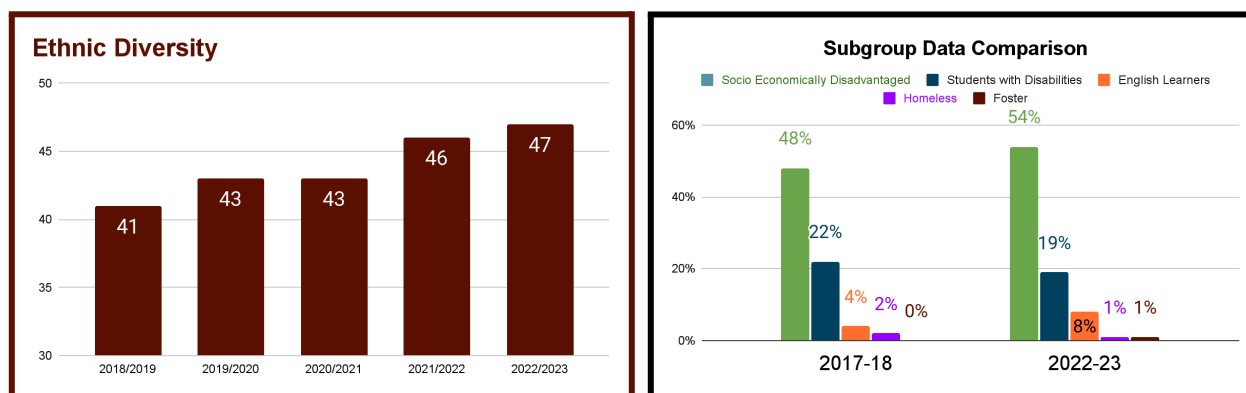
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INTRODUCTION

Background of School: Horizon Charter Schools (HCS), a free and publicly-funded charter school, is one of the region's oldest and largest public charter schools. Founded in 1993, HCS is authorized by the Western Placer Unified School Charter (WPUSD) and serves approximately 1,600 independent study students annually in grades TK-12. HCS is accredited by the Western Association of Schools and Colleges (WASC) with a 30-year history of service in Sacramento, Placer, El Dorado, Nevada, Sutter, and Yuba counties. HCS offers quality education through personalized learning. Horizon maintains two sites in Lincoln, CA. The First Street location, 873 1st St, Lincoln, CA 95648, houses several key departments: Special Education Department and Resource Classroom for Direct student support and services; Curriculum and Instruction Department and the Curriculum Resource Center; Technology and IT Department; Student Services Department: Admissions and Records, Human Resources and the Business Department. [Visual Tour of First Street](#) (below). The second site houses the District Administration and provides a common work and meeting space for Cabinet.



School and Student Profile: Diversity, Equity and Inclusion: Horizon is located in Lincoln, California. Students reside within one of six counties: Sacramento, Placer, El Dorado, Nevada, Sutter, and Yuba. Horizon's ethnic diversity has been fairly steady and currently is at 47% with a marked increase in the socio economically disadvantaged student enrollment.



The [Horizon Ethnic Diversity Index](#) reflects how evenly distributed these students are among the race/ethnicity categories. Horizon filed for several Title programs in 2022/23 in recognition of the [demographic](#) population served and the number of students who are economically disadvantaged. In 2022/23, HCS began to collaborate with the El Dorado County Office of Education Charter

Special Education Local Plan Area, SELPA, to collaborate with other small Charters to improve programs and services for Special Education students. The EDCOE Charter SELPA offers professional learning networks, similar to PLCs, that align with HCS goals which include psychologists, speech therapists, education specialists and administrators. This remains a significant objective of the MTSS system and model for continuous improvement. Although the school recruits students utilizing varied sources, the success of the programs at meeting the needs of diverse students will remain a focused priority for the Charter.

Summary Description of Programs: Horizon believes the key to student success is knowing what each student needs to tailor the learning program using a variety of instructional methodologies and [options](#), “by name and by need.” Families work in collaboration with their assigned Supervising Teacher to select from a variety of program [modalities](#) and aligned resources each uniquely organized to offer varied depths of support and instructional models which vary from a more traditional home school program, Alternative Home Study (AHS), to a more supported program model with live teacher support in an online setting, Blended Learning (BL). These sample schedules reflect core programs and additional support available. [TK-5 Weekly Schedule Sample](#) and the [Enrichment Schedule](#) with additional support for Math and ELA.

High School models also include virtual learning with synchronous direct instruction by a highly qualified HCS teacher (VLI), On Demand Learning (ODL) with weekly direct support from a highly qualified HCS teacher, vendor facilitated courses with live instruction and pre-recorded lessons, and dual enrollment in a Community College setting, [HS Catalog](#). In addition, a full menu of A-G courses, CTE courses and enrichment courses are available through varied online vendors.

HCS provides families resources to further personalize their learning program via an “Instructional Fund,” an annual allocation to be administered by a Teacher on behalf of a student. Core resources which align with the learning modalities and provided to families are associated with an instructional fund “cost.” Instructional Funds (IF) are allocated on behalf of each student in order to acquire both core instructional programs and enrichment programs. Supervising Teachers authorize the allocation of IF based upon each student’s personalized plan. Teachers monitor student participation and progress and collect work samples to ensure alignment with the student’s plan. This practice allows HCS to design a learning plan with families that meets grade level standards and enriches their student’s learning experience. This plan includes the selection of specific educational materials, including [elective and enrichment classes](#) from our [educational partners](#), and allows students to pursue personal projects and objectives. Families may combine the funds of siblings, allowing families greater flexibility. Core curriculum and learning models are evaluated annually as part of the HCS intent to ensure a viable and standards based learning program.



HCS has developed an extensive [family support](#) program to embrace the partnership and assets of our families and to ensure a holistic approach to the learning experience.



HCS has a Coordinator dedicated to developing enriching programs for students and families including field trips, excursions, classes, college tours and speakers, social connectors, family curriculum and training sessions, family and student support programs including those designed to meet specific social and emotional needs, and a wide variety of vendor facilitated enrichment programs.

Each of the Academies develop a plan to promote socialization and enrichment including field trips, CLUBS (like those pictured below), special events and more! There is a robust and continuous effort to engage with all community members to ensure families who select an independent study model have what they need to fully support their learner and their unique needs in a home setting. [Elementary Signature Events](#) and [Meet-Ups](#); [Middle School Signature Events](#) and [Clubs](#);

and [High School Clubs](#) and [Events](#). Student representatives are an integral part of the Community Advisory Network and the Instructional Leadership Team. Students are formally invited to participate in surveys relative to programs and program development, [Sample](#).



Collaboration for the Self Study

Horizon participates in a robust cycle of inquiry at all levels of the organization to review, analyze and evaluate current practices and resources for their impact on improved learner outcomes. For example, Cabinet created an extended [Leadership Team](#) to analyze Math data programs as part of an inquiry process. To support this effort, Horizon invested in formal training with both the Placer and El Dorado County Offices of Education and the Core Collaborative to support Continuous Improvement and the implementation of Professional Learning Communities.

HCS Teams include staff, student, and parent input gathered via weekly Professional Learning Communities (PLCs), weekly staff and administration meetings, monthly parent meetings, weekly Department Chair meetings, Community Advisory Network meetings, monthly board member meetings, student clubs, certificated and classified association meetings, and surveys, etc. Using data, these Teams analyze the efficacy of current efforts and inform the development of the goals and action plans designed to achieve those goals.

The Self-Study escalated in the fifth and sixth years of the WASC term, 2021-2023. Fall of 2022-2023 HCS developed a formal [WASC Process and Teams](#), which were formed covering the five areas: Organization, Curriculum, Instruction, Assessment and Accountability, and School Culture and Support for Student Personal and Academic Growth. These focus groups include a broad range of members: certificated teachers, administrators, classified staff, students, parents, as well as community members. These groups have been meeting regularly. The outcomes of the Focus Group meetings along with all other groups' input feeds into the final WASC Self-Study Report.

There are two additional layers of feedback. HCS implements the Instructional Leadership Team (ILT) and the subcommittee, the District English Learner Advisory Committee (DELAC). They review and analyze Charter progress and proficiency data and help develop the Needs Assessment. They review and revise the HCS programs and inform the WASC, EL Plan, Title 1, 504 Plan, LCAP/LCFF and all other key initiatives and programs. The WASC/LCAP are discussed and shared at every meeting for a continuous cycle of feedback. The [Community Advisory Network](#) meets multiple times annually and they provide a critical role in reviewing all programs. The CAN are members from the HCS staff, students, families, and community members. They are part of the HCS review process for all major Plans including the WASC, EL Plan, Title 1, 504 Plan, LCAP/LCFF and all other plans and programs. The WASC/LCAP are discussed and shared at every meeting for a continuous cycle of feedback.

To further support this process, HCS collaborated with several agencies and organizations and work is on-going. HCS works with the Placer County Office of Education to provide training in [Professional Learning Communities](#) and continuous improvement and consultation regarding special program development for Title 1 students and students identified as homeless, foster, military, recently incarcerated and migratory/newcomer. The Core Collaborative provides professional development and consultation in the use of [data and data analytics](#). The Western Placer Unified School Charter supports [fiscal analysis](#). Sacramento County Office of Education supports English Learner program development. El Dorado County provides consultation regarding

support and service programs for Special Education. This collaboration, in combination with the work of the study teams led to a substantive redesign effort during the 2020/2021 year and a formal Board adoption of a new [Academy Model](#) with specific learning modalities and curriculum in 2022.

The 2021/22 WASC Mid Cycle School [Progress Report](#) visiting committee concurred with the school's self-reflection that significant processes and programs had been instituted to support continuous improvement with the need for on-going evaluation and program refinement. There have been significant gains, as evidenced by improved student progress and proficiency across all metrics. In addition, family engagement and participation has increased in the past three years since the implementation of the new Academy Models and other significant programs detailed in Chapter 1, Significant Developments and Changes.

This current WASC Self-Study is a product of a multi-year continuous improvement objective which began after the last comprehensive Self-Study but which took a more formal direction after the 2021/22 Mid Cycle School Progress Report. A broad team was formally convened to conduct a final report to capture the continuous improvement work. The formal [process and Teams](#) began the Fall of 2022-2023. The Final Report integrates the written findings of each group reported to the WASC Teams at the conclusion of each task, the feedback from discussions, community consultants, meetings and surveys. The intent of this multi-layered collaborative process is to create a viable, relevant and reasonable working plan to continuously improve the outcomes of all learners.

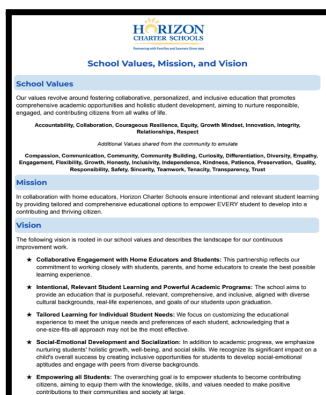


CHAPTER 1 - Progress Report

Significant Developments and Changes

The reflective and collaborative process with all educational partners has identified the following changes and developments as the most significant since Horizon Charter School's last WASC Self-Study in 2018 and more urgently since 2020. The Charter has been in a deliberate transition over the past four years to refocus on student learning and to right size the Charter following the enrollment fluctuations due to the COVID-19 pandemic and Assembly Bill 130. AB130 requirements included increased accountability and direct instruction which supported the HCS interest to improve Tier 1 instructional practices and proactive support. HCS completed a significant redesign of the Charter and the learning models to improve Teacher capacity to support the standards and curriculum in a smaller grade level span. Previous to this, Teachers supported all grade levels and used a wide variety of curriculum and resources. This previous design reduced each Teacher's capacity to fully comprehend the standards, the curriculum, the assessments and interventions. This model was designed around regions and families so that a family could work with one Teacher TK-12 and Teachers could support and meet with families in a specific area or region. The intent of the redesign into grade level Academies (TK-2, Grades 3-5, Middle School and High School) was to improve learning outcomes for students by increasing accountability by assigning Academy Principals, employing the strategic use of the Professional Learning Community and inquiry cycles, developing learning modalities and selecting curriculum that is aligned to the CCSS but that can be used in an independent study program with integrity. COVID-19 learning loss funds supported the implementation of the new learning modalities, teacher professional development, and the pilot of new curriculum and interventions.

The reorganization of the Charter included eliminating several administrative positions and classified support staff and creating new positions; a "right sizing" of the Charter including consolidation of programs and services; and fiscal restructure for financial management. HCS implemented strategic use of data to help track and inform all programs and initiatives as part of the redesign.



New Leadership: The Horizon Charter Schools improvement process revealed a need for new leadership with the capacity to improve communication, develop more transparent fiscal practices, and the ability to develop a collective commitment to focus on student learner outcomes. In the past few years we have acquired a new superintendent and a number of new Board members who have been working in union to develop [Horizon Charter Schools Board Goals](#) and develop a strategic plan for improved outcomes. After several months of collaboration and feedback cycles, in January 2024, the Board adopted the [Values, Vision and Mission](#) to provide clarity and direction.

Part of the redesign constituted organizational shifts with some changes to the roles and responsibilities to ensure accountability and progress monitoring at all levels. The new Charter administration and leadership, in collaboration with the Board, have developed a Board Agenda with a robust set of objectives. This is a transparent process and is in development as part of a broad collaborative project to clarify the values, the mission and the vision to refocus the school on the learner and the learning outcomes and to build collective capacity and commitment. [School-wide training](#) is provided to ensure a more coherent system and includes ALL staff to align with the new objectives.

Reorganization: In 2021, HCS formally assessed the organization of the Charter including all management, certificated, and classified positions which resulted in significant changes. This work is on-going with a dual intent to stabilize the school and to remain flexible in the wake of new information, data and needs ([2023 Organizational Documents](#)).

The Director of Operations has been replaced with a Director of Student Services to reinforce a student centric orientation and improve accountability measures. An Assessment and Accountability Data Specialist (Data Specialist) position was created to support data based decision making at all levels of the organization and specifically to support the implementation of Title programs, the development of the LCAP & WASC, and coordination of data collections and uploads for varying members of the community.

Initially, all Academies were directly supported by an Academy specific Principal and Teachers on Special Assignment (TOSAs) who served as lead trainers and instructional coaches who help develop curriculum and assessments and support resources, review and analyze student progress data, and inform the development of enrichment activities including special events. The addition of TOSAs in the Academies has resulted in improved teacher capacity to work with families and students to develop an appropriately challenging program of study and to select the most appropriate learning model. As Teachers have received PD, [On Demand Learning \(ODL\)](#) training documents have been created to support curriculum and intervention implementation, and the full implementation of PLCs, there is less of a need for Academy specific TOSAs. Educational Technology TOSAs have remained as an integral support infrastructure for Teachers and administrators.

HCS created a new position, Program Secretary (PS), to reduce clerical tasks so Teachers could provide synchronous live instruction (AB130) and Blended Learning Classes, in addition to the Intervention Labs. The PS also directly supports the Principals with clerical tasks so they can focus on broader learning outcomes.

Previously, the primary function of Curriculum and Instruction (C&I) was to ensure HCS had a well-developed library, a wide variety and an adequate supply of curriculum resources on-hand in the Curriculum Resource Center (CRC) warehouse, and supplemental resources on stock in the CRC to lend to families upon request. The new Department includes a C&I Director, an Educational Technology TOSA, a Data Specialist, and support staff. The primary function of the new CRC team has shifted to "bundling" the key recommended curriculum resources that are aligned with the various instructional programs, and direct shipping those to families, reducing the variety of resources warehoused and shipped. Supplemental resources are shipped from external vendors. A new shipping

operation system has been developed to improve efficiency. This [change](#) reduced the need for staffing and a warehouse. The C&I team provides on-going training and support for staff and families, reviews curriculum resources with an evidence-based lens, and analyzes progress data to inform program development. The focus has shifted from material supply management to an elevated attention on the instructional program, staff and family support with curriculum including in-person support and online support, and progress monitoring.

Fiscal Management and Oversight Horizon's internal review indicated the need to refine and improve fiscal management and oversight.

Horizon partnered with external consultants to review the fiscal fitness of the Charter and to make recommendations, [Audit Report](#). HCS worked with the Association, staff, leadership, charter school authorizer Western Placer Unified School Charter (WPUSD), the community and the Board to decide how to implement the suggestions. Several satellite programs were closed and/or consolidated and several staff positions were eliminated as part of a broader reorganization. In an effort to conserve and better utilize resources, two cabinet level positions were eliminated, the Assistant Superintendent of Business Services (CBO) and the Assistant Superintendent of Operations (COO). Additionally the Director of Fiscal Services position and a Human Resources Coordinator position were eliminated. These positions were replaced with a Senior Director of Administrative Service position supported by a part-time Business Services consultant. HCS invested in ESCAPE as a universally accepted tool for fiscal management and provided staff training and support to use it effectively and consistently. The Escape Financial system supports the school's budget development system, fiscal services including purchasing, accounts payable and receivable, position control and payroll. The school is in the process of adding their fixed asset management and inventory to Escape Financial system. All Departments now have budgets and Principals have Academy budgets. HCS includes the budget and fiscal management and training on Leadership [Agendas](#) to improve transparency and accountability. Families and all community members have an opportunity to review the Fiscal Updates regularly as part of the Community Advisory Network ([CAN](#)) meetings and through the monthly Board meetings. In 2023, HCS developed a [Fiscal & Operations Policies Handbook](#) to codify practices and develop a common set of procedures.

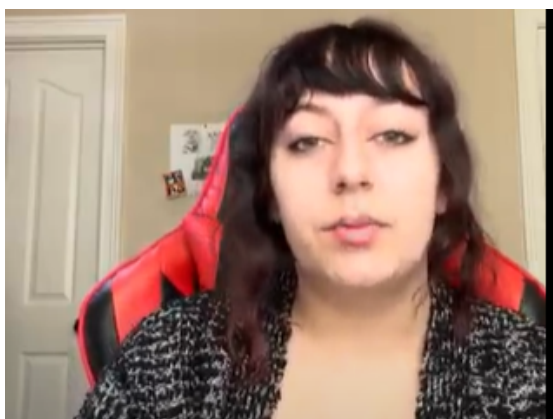
New Academy Model: As part of the root cause analysis conducted between 2018 and 2020, Horizon recognized Teacher's grade level span oversight of fourteen grades was too broad and the curriculum used by families was too diverse for Teachers to be able to support.

Previously, administration and all staff were assigned to a region to support families in the six counties served by HCS. Although this model enabled staff to work within a localized area, it also required the staff to support students in fourteen grades, TK through grade 12. Teachers worked with families to select curriculum from a wide range of options limiting the ability of HCS to evaluate curriculum use and effect. As a result of the continuous improvement project, each [Academy](#) now has its own administrator, staff and well-qualified certificated teachers who are assigned students within a small grade level band: TK-2, grades 3-5, grades 6-8, and grades 9-12. The Principals of each Academy work collaboratively to develop a comprehensive and aligned program of study so

that as students transition from the primary grades through high school, there is a common program model and a planned progression of academics and skills to support success throughout their journey.

			
Alternative Home Study	Supported Home Study	On Demand Learning	Blended Learning
HCS Resources Standards and Assessments	HCS Teacher support HCS Pacing Guides HCS Curriculum	Pre-Recorded Lessons Online Learning HCS Curriculum	HCS Teacher Direct Instructional Support HCS Curriculum
Family is Comfortable Teaching Content	Family can teach Content with some HCS Teacher support	Family prefers HCS provides the Content and the Teaching	Family prefers HCS provides the Content and the Teaching
Prefers hands on or at home learning with varied resources	Prefers hands on or at home learning with HCS supported resources	Enjoys Technology	Enjoys Technology
Organized Home Schedule	Flexible Home Schedule	Flexible Home Schedule	Organized Home Schedule

The Tk-Grade 8 instructional material is selected to align with the various [learning modalities](#) offered. Blended Learning (BL), for example, uses both print resources and digital resources to support the learning objectives and to match the learning style. In contrast, Supported Home Study (SHS) is primarily print material and supplementary resources like math manipulatives to support their learning model which is largely delivered by the parent educator. Families may choose a more heavily supported modality like BL for one subject, Math, and a lighter level of support like SHS for another subject, ELA.



High School offers a similar breadth of options for students: Virtual Learning Instruction (VLI) is similar to Blended Learning with a single subject credentialed teacher. On Demand Learning is an online learning model with HCS Teacher support. Students are also encouraged to take courses from a local community college as part of our Dual Enrollment program which includes Electives and CTE course options ([VIDEO](#), [and pictured to the left:: Student explanation of High School's VLI and ODL.](#)) Additionally students may take vendor facilitated courses or Electives via other approved platforms like Edgenuity and eDynamic.

This constituted a significant and complete redesign of the teaching and learning model. The pilot process to test the new learning modalities and curriculum began in 2020 and in 2021 the Board adopted the new learning models and Academy structure as part of the improvement plan. Every year since, the Leadership Team evaluates the new structure and modifies based upon data. For example, in the Fall of 2021 math manipulatives were added to support TK-5 math and phonics resources were added in the Fall of 2022 to grades 3-5 to improve basic literacy skills. In 2023, Guided Notes were provided for free to all Special Education Students and English Learners to support students for grades 6-12.

- Middle School Guided Notes Sample: [LINK](#)
- High School Guided Notes Sample: [LINK](#)
- 2020-2021 Math Pilot for new Modality Board presentation, [LINK](#)
- March 19, 2021 Parent Info Flyer, [LINK](#)
- 2020-2021: TK-8 Presentation to Staff, [LINK](#) and High School Presentation to Staff, [LINK](#)
- 2023/24 TK-8 Brochures, [LINK](#)

Strategies to Improve Family Engagement: The [Parent Support Department](#) which supports community development, connects families for enrichment events, workshops, and activities, has been expanded to include a [Parent Educator Mentor](#) program. This team develops workshops and provides one-on-one training and support to help parents understand content, strategies for teaching the content, and how to work with their student's different learning styles. Family Mentors have been hired and trained to improve family capacity and readiness to respond to the varying needs of their learners across all subjects and socially, behaviorally, and emotionally. Family Mentors also act as a staff resource to coach Teachers to assist their home educators with academic strategies and relationship building.



In 2022, HCS created a new administrative position to develop a VAPA [Plan](#) to increase opportunities for students in the Visual and Performing Arts, to increase the number of and broaden our enrichment opportunities, and to increase family engagement. The plan consists of increased in-person opportunities with a robust [Event Calendar](#). Fall 2023, HCS provided a [Back](#)

[to School](#) family and staff exchange with Vendors on site, Teachers and Administrators with dedicated rooms to welcome families and students, a curriculum table to clarify learning modalities and resources, and high school presenters to explain a variety of options including [dual enrollment programs](#). In 2023, HCS provided a Spring Carnival with carnival games to build community, a [talent show](#) to showcase student's performing arts progress, a vendor fair, and a multi-day Book fair.



Change Management: Horizon recognized the change to the Academys was substantive and impacted all Departments and Teams, procedures and practices, and many resources and tools.



The Leadership Team worked collaboratively with the Classified and Certificated staff to help improve communication, build trust and to consolidate or examine all initiatives to ensure any change idea was manageable. The Certificated and Classified Associations previously negotiated interactions with the HCS management through a lawyer and HCS responded similarly. In 2022, the relationships had evolved significantly and included training in mutual benefit negotiation practices eliminating the need for the lawyers to mediate communication. HCS and the Associations leaders have regular check-ins multiple times per month to foster and support healthy communication and collaboration. Additionally the Leadership Team developed a set of procedures to improve implementation and initiative management. This remains an area of continued focus for HCS and has evolved to establishing [Board and Leadership Goals](#) to drive and to focus efforts on a broader set of objectives emanating from the [Values](#) and [Mission](#). HCS recently provided additional [interest-based training](#) to help leaders understand how to establish common interests as a critical means to developing change ideas, January 2024 Professional Development

- [2022: Admin Initiative Planning Meeting](#)
- [2023: After Action Meeting](#)

Math and ELA Intervention and Improvement Plan Strategies: HCS sustained the focus on College and Career Readiness by implementing and studying a few change ideas in Math and ELA. These strategies were initiated in 2021 and their impact is under review and evaluation currently. The Academy principals, work with the leadership team, prioritize the actions of the

strategic plan to be accomplished by the staff. The PLC structure is critical as the staff help study the implementation of each strategy as well as the learner outcomes.

- Strategic use of data, integral to PLCs to monitor progress and to identify students for lab classes (short term intervention)
- Development of primary assessments, Grades TK-2
- Implementation of middle of the year progress monitoring for all students not performing at grade level as an external measure of student progress
- Intervention Labs for 3rd - 8th grades for students not performing at grade-level
- Strategic use of online interventions for all identified students; C&I Team developed an Intervention Plan and Program; Enrollment after 3 weeks when BOY data is available
- Highly qualified High School teacher provides direct instruction for Middle School students, blended learning, as a “bridge up” intervention model
- Highly qualified teachers (HQTs) provide drop in support for students needing academic support in Math or ELA
- Highly trained staff provide weekly drop in support for families and students to improve their access and use of their curriculum and online resources: [HUB Schedule](#)

Application for Federal Title Funded Programs: In the 2022-2023 school year, Horizon applied for Title 1, II, and III. A [Comprehensive Needs Assessment](#) was completed with a broad range of staff including Classified staff, Teachers, Administrators, members from the Cabinet, families and students.

Families from more diverse settings are increasingly interested in alternative education programs like independent study. Although HCS has always provided supplementary support for students regardless of status, applying for supplemental funds help ensure HCS can develop and sustain a robust model of support and more equitable meet the needs of students. The data collected and analyzed helped inform the [Local Control and Accountability Plan](#) (LCAP). In Fall of 2023/24 Horizon was approved for Title funds and is developing a comprehensive plan in collaboration with all partner groups.

Professional Learning Communities: Professional Learning Communities (PLC) were reintroduced and implemented across the organization at all levels as part of the MTSS model with an emphasis on the strategic use of data to problem solve in a systematic way and to shift all efforts to focus on the learner and the learning outcomes.

Formal training in [PLCs](#) and the use of data is ongoing. PLCs meet every week and use an inquiry cycle model as part of continuous improvement objectives. Administrators work in union with their staff to develop the Norms and [Collective Commitments](#), the [Tools](#), and the [Agenda](#) format used to document the work. The Special Education Teachers join the grade level PLCs weekly to ensure and support alignment and to improve collaboration. Administrators monitor the implementation weekly and Charter Leadership monitors the PLCs monthly as part of the Leadership Team Meetings including attending PLC meetings.

In 2021, HCS invested in an Assessment and Accountability Data Specialist with emerging capacity to support the Charter and staff with data and analytical skills and tools. Full

implementation of PLCs are still under construction. This is a key Charter initiative and the primary driver of change.

- [K-5 Academy PLC Agenda](#); [Middle School PLC Agenda](#); [High School PLC Agenda](#)

Restructure of the Instructional Technology program: Horizon's instructional technology team has always supported staff with technology but with the onset of COVID-19 and a full conversion to a digital program, the value of the technology team and strategic planning with regard to technology has elevated.

Below are some of the key initiatives. HCS has invested in a One-To-One ticketing system which provides staff and families with access to submit "help requests" online to the different departments of Horizon Charter School. Horizon students have the ability to request a Chromebook and/or Mifi to use at home to access their online curriculum. Both Chromebooks and Mifi devices are configured with web content filters. Additionally, HCS has invested in and is developing a security plan with the key objectives listed below:

- Content filter is installed on all student Chromebook.
- Parents can configure the filter to be more restrictive for their students.
- IT staff monitor websites that students searched or visited that contain Self-Harm, Suicide, bullying, and violence.
- HCS has engaged Charter Tech Service, a leading provider of technology services, to conduct a comprehensive technology risk assessment of our organization.
- Horizon has invested in ZOOM as a primary platform for all staff and classes. The Zoom account is configured to provide staff the ability to require meeting participants to log into Zoom meetings with a student or staff Horizon Gmail account.

Strategies to Improve the Graduation Rate and College and Career Readiness

The High School has had 3 Principals in three years, 2020-2023. In an effort to find a leader who could drive initiatives successfully, HCS assigned a seasoned administrator in 2023 to develop the Academy with a few key objectives with the strategies detailed below.

- Improve the Graduation Rate as a global indicator of High School success
- Improve College and Career Indicator with an increased emphasis in developing Dual Enrollment options, opportunities, increase access and retention, and A-G access and success
- Improve Student Engagement; Study and reduce Tier 2 and 3 referrals for engagement

In 2021, Horizon provided a winter session to expand learning opportunities for students to complete assignments and added HQTs to support students during their summer session to increase student course completion rates and the 4-year graduation rate. In 2022, Horizon wrote an [A-G Grant](#) to improve A-G access and success. In 2023, HCS redesigned the High School On Demand Learning to include weekly direct instruction with "Evidence of Learning" demonstration activities and began to expand the dual enrollment program and recruitment efforts. HCS has bolstered the core curriculum and instruction to include drop-in support sessions and more interactive elements to improve student engagement with the expectation for improved proficiency. Examples include integrating [Desmos](#) with Math courses and [Inq-ITS](#) labs for science courses. In

English, Teachers have added and implemented well attended weekly class sessions that include mini writing lessons, direct support in writing the assigned essays, and interactive lessons. The History Social Studies Teachers adopted UCScouts curriculum and integrated [Genially](#) to gamify their instruction. HCS has dedicated time for the Assessment and Accountability Data Specialist to work with the Leadership Team to gather better high school data, to help with root cause analysis, to evaluate the efficacy and impact of the strategies on the key objectives.



One strategy to improve the **Graduation Rate** and outcomes for students was to expand the Dual Enrollment courses and CTE programs. HCS partnered with several vendors to provide

CTE programs but the vendors struggled to consistently provide CA certificated teachers which compromised the Pathway options. So, HCS shifted to invest more in the [Dual Enrollment program options](#). More students are participating in Dual Enrollment programs as a direct result of intentional efforts to bolster this program option. [Student Testimonial regarding Dual Enrollment](#):

HCS started providing **Dual Enrollment Workshops** in 2019-2020. HCS started offering an option to earn an [Associate's Degree](#) in high school in the 2020-2021. College Classes/Dual Enrollment [Board Policy](#) was revised in 2020 to allow for 3 college classes/semester. [College and Career Fair](#) has been offered for several years but since 2020-2021, it now includes community colleges who promote dual enrollment programs. Community College campus tours are provided every year where dual enrollment is promoted. Dual Enrollment is also promoted through the Monthly Counseling [Newsletter](#), [emails to families](#) each semester with all the info and reminders of deadlines, separate ["College Classes/Dual Enrollment" page on Hub](#), mentioned in all [grade level advising presentations](#) each year and [College Readiness Workshop](#), [course plan showing "or Dual Enrollment"](#) by each course, tracking of student's interest in dual enrollment on their course plan and [counseling tracking doc](#), reminders to STs/follow up on missing forms, reminders at staff meetings/staff newsletters, etc. Students get weighted credit (GPA boost) for dual enrollment college classes. The Counseling staff monitors this program and supports students through the enrollment process. Administrators, Counselors and the Teachers collaborate to help ensure students can successfully participate in their programs. Dual Enrollment remains a key initiative

with significant efforts elevated in Fall 2023 to analyze data regarding access and equity and to better understand the percent of students participating in [all subgroups](#) and the success rate across all subgroups.

Strategies to Improve Student and Family Engagement: Social emotional learning and wellness were identified as key barriers to student success with escalating impact in the middle and high school grades.

In 2021, HCS piloted the [Thrively](#) Strengths assessment and platform and. In 2022, HCS adopted it as a critical tool and provides on-going training to enable teachers to more fully understand student strengths and needs, in order to develop a strengths-based model and approach. In 2023, students are completing the [Hope Index](#), three times a year to capture students aspirations or pathway, resilience, and agency. This data is used to provide specific support and interventions and to help evaluate the effectiveness of HCS SEL strategies. Fall 2023 [data](#) showed most students are hopeful but lack agency and resilience. A Charter MTSS team was formed with representation from each Academy to develop a strategic plan. The first step was to develop a [survey](#) to assess the staff's current state. Administrators integrate MTSS/SEL as part of their PLC process and [Tiered Intervention](#) programs. A School Psychologist has been reassigned to support general education objectives. This remains a growth area for the HCS as Teachers have expressed the interest and the need for additional support working with students who are experiencing emotional distress or trauma.

To better understand the student perspective HCS also recruits student representatives to be a part of the Community Advisory Network and the Instructional Leadership Team. Students are formally invited to participate in surveys relative to programs and program development, [HS Workshop and Survey Sample](#).

The staff work within the Academies and across academies to develop learning experiences that promote social interactions. This also provides a venue for families to connect with other families. The experiences also serve as key opportunities for the Teachers to work with families to model a variety of instructional practices to support the family's instructional program and student engagement. Additionally, Horizon works directly with Vendors to provide both enrichment opportunities and instructional support for students. Academies have developed agendas for meetings with families to further support the collaborative effort to ensure the integrity of the curriculum program, to build relationships with families, and improve student engagement, [Elementary Sample](#).



Onboarding new families has been formalized over the past couple of years to improve family connections and engagement that was compromised by the initial shift from in person events and meetings due to Covid 19 restrictions to online meetings and interactions. Building relationships with families starts with inviting them to

prospective and [new family information sessions](#).



HCS provides Home Educator Mentors to assist new families during the onboarding process and they continue to act as a resource to families once students are fully enrolled. Educational Technology and Curriculum TOSAs are also available as resources to involve families in effective curriculum use. These staff are available virtually in open office hours as well as at events throughout the year. Each new family begins their journey with Horizon with

an initial meeting with their supervising teacher (ST) who will share information through a communication tool such as an efile. The ST orders instructional material and provides immediate resources to support the first three weeks, [Sample](#).

 Gifted	 Talented	 High Achieving
General Characteristics Process-oriented; Think abstractly, out of the box; Collect and processes information in complex ways; Keenly observant; Generates loads of unique ideas; Intellectually excitable; Inward oriented, may not request or respond to feedback Start lots of projects!	General Characteristics Natural leaders, Athletes, Artists, Musicians, Theatrical performers, Dancers, Poets, Writers, Social activist, and Creative thinkers. They may be bold and brave or quietly exceptional (skill). They are often inward oriented and personally motivated. Convert everything to a performance!	General Characteristics Excel easily, seek challenge and perfection, competitive, crave feedback, like to complete projects and tasks, and are well organized. They may be natural leaders who seek opportunities to showcase their achievements or test their abilities. Interpret everything as an opportunity to compete!

Gifted Talented and High Achieving Program

Horizon recognized a need for more targeted programs for students with exceptional needs. The GTHA Team learned that there are differences between students who are [Gifted, Talented or high Achieving](#) (GTHA.) In 2021, HCS developed a program designed to meet each of their unique

needs to help improve student engagement. Horizon has selected Gifted curriculum and our GTHA Teachers are trained to fully support the curriculum, [Moving Beyond the Page](#).

Horizon offers GTHA enrichment events and field trips to support social interactions and help build friendships. Students who wish to be identified as Gifted, Talented or high Achieving may participate in a specialized program with a portfolio assessment for formal designation and transcript notation as “Gifted.” In 2023-2024 the GTHA team are planning to do a survey of families and start promoting during the Spring of '24 and will implement the Odyssey of the Mind teams in 2024/2025 to further integrate VAPA and build socialization opportunities.

[New Special Education Model and Transition Program](#): Horizon has noted significant and sustained proficiency and progress gaps for Special Education students.

Since 2021, there have been 3 Directors of Special Education (SpEd). Horizon shifted to EDCOE SELPA to provide a more comprehensive partnership and support system for the Department. A new Director was hired in 2023/24 to help develop and implement a comprehensive program redesign. Academy administrators now attend IEPs and supervise the Mild/Moderate Special Education staff assigned to support their Academy. Young, Minney and Corr began providing legal support to Horizon including conducting several trainings for general education teachers, special education staff and principals on many topics related to special education. These will help Horizon

evaluate and improve practices to ensure IEPs are developed and implemented with fidelity. The progress of SpEd students is now an Academy PLC objective and is monitored as part of the PLC process. A new transition program is under development. Students who are 18-22 years old, have completed their high school program and are receiving IEP related services are able to participate in the Adult Transition Program. The teacher of this program has developed local community partnerships with local businesses such as Starbucks. The students have started a coffee cart and all the items used were donated by Starbucks. They are learning about food preparation, customer service and honing their social and communication skills. The students also go to Meristem, which is a program for individuals with developmental disabilities. Alta California Regional Center and other applicable support services are invited to participate in the students' IEPs to better understand and support their clients.

Diversity, Equity, and Inclusion and Belonging Committee: The Diversity, Equity, Inclusion Committee (DEI) was launched in the Fall of 2020.

Initially, faculty formed a committee to address education inequities, learner access and outcomes, and a lack of diverse representation in programs and enrichment opportunities and in staff recruitment and placement. The demographic composition of the school has increased in diversity and that has fueled additional opportunities to assess programs with the DEI lens. The Committee has been invited to be on interview panels, and to support the school in the implementation of Ethnic Studies curriculum. The Committee members have been instrumental in assisting students and faculty members when implementing multicultural events and lessons of cultural diversity and awareness. Additionally, the [Committee](#) has been effective in helping to provide more inclusive content on the school's social media platforms and also has led to an additional Human Resources Training requirement of Cultural Competence and Racial Bias for Staff. In 2023/2024 the Team recruited other staff to attend the professional development at the Museum of Tolerance. Members have attended and provided training in Courageous Conversations. The work of this team is on-going with an increase in membership in 2023-2024.



Community Advisory Network

2023-2024

Community Advisory Network

What is the Community Advisory Network? The CAN are members from the HCS staff, students, families, and our local community.

GOAL: Provide input directly during meetings and indirectly via Surveys

- Voluntary participation by the Horizon community (staff, students, families)
- Attend live meetings or view recordings and complete the Survey
- You will learn about each Academy and all other programs
- You will learn about our student progress
- You will collaborate with staff and peers to provide critical feedback
- You will be part of our review process for all major Plans including our WASC, EL Plan, Title I, SEA Plans, LCAP and LCFF

CAN Agenda Topics

- OCT: Recruitment and Training
[Initiation LINK](#) [Leadership Interview Form LINK](#) [Meeting Recording LINK](#)
- NOV: Data, Program and EL Plan Review; District Plans (WASC and LCAP)
[Initiation LINK](#) [Meetings Recording LINK](#) [Survey LINK](#)
- DEC: Fiscal and Improvement Ideas and Recommendations: WASC and

Accredited by



Western Association of Schools and Colleges, WASC

Horizon is in the process of completing our 6-Year Self Study and Plan to maintain our accreditation status with the Western Association of Schools and Colleges

- 2019 Horizon WASC: Mid Cycle Progress Report [LINK](#)
- 2019 Horizon WASC: Self Study Report [LINK](#)

Staff, families and community members collaborate as part of the Community Advisory Network meetings to help review programs and provide critical feedback. Please note the CAN meetings and Agenda Topics and attend or review the recordings and submit your feedback via a Survey or email the Curriculum and Instruction Director with feedback: Tracy Wilson tdWilson@hcs.k12.ca.us

Relaunch of the Instructional Leadership Team (ILT) and the Subcommittee the Charter English Learner Advisory Committee (DELAC) and Community Advisory Network (CAN): Horizon had developed a community feedback model including a Charter English Learner Advisory Committee however, after COVID-19 and the shift to a virtual setting, many families and community members became disassociated with the Charter. So, there has been an intentional effort as part of the LCAP/WASC goals to improve communication and engagement with Families and the community. This

evolution and study of the models was conducted between 2021 and 2022. The result of this work has led to a two tiered model.

There is now an Instructional Leadership Team (ILT) and a subcommittee, the District English Learner Advisory Committee (DELAC) plus a [Community Advisory Network \(CAN\)](#). There are now two layers of feedback. The ILT and the subcommittee, DELAC, serve as a leadership team and operate similarly to a School Site Council. The ILT/DELAC are elected positions with a VOTE as a representative of the community. They assist in developing and providing input in establishing Charter programs and goals for all learners including special populations. They review and analyze Charter progress and proficiency data and help develop the Needs Assessment. They help develop the agenda for the Community Advisory Network (CAN) and the surveys used to capture community feedback. They evaluate the data collected from a variety of sources including the CAN Surveys and use this data to provide input for program development and to inform the WASC, EL Plan, Title 1, 504 Plan, LCAP/LCFF and all other key initiatives and programs. The WASC/LCAP goals are discussed and shared at every meeting for continuous cycles of feedback. The [Family Hub](#) has been updated to include information for families on a regular basis.

The Community Advisory Network also meets multiple times annually. They have a critical role in reviewing all programs. The CAN are members from the HCS staff, students, families, and community members. They provide input directly during meetings and indirectly via Surveys. Live participation in a CAN meeting by the Horizon community (staff, students, families) is voluntary and may vary. But all community members also receive a recording of the CAN meetings along with a Survey to provide critical feedback. They are part of the HCS review process for all major Plans including the WASC, [EL Plan](#), [Title 1](#), [504 Plan](#), [LCAP/LCFF](#) and all other plans and programs. The WASC/LCAP are discussed and shared at every meeting for a continuous cycle of feedback. Several significant program changes have resulted from the input from the community members. For example, families requested more live interaction and social opportunities for their students. This led to a district initiative to have each Academy plan and sponsor events and for the Charter to plan and schedule district-wide events.



Progress Report and Implementation Plans

Local Control and Accountability Plan and WASC

Horizon developed the LCAP as a specific set of SMART goals to be achieved within 3 years and aligned with the broader goals and objectives of the WASC plan which typically spans 6 years. HCS has developed a monitoring process with the Leadership Team. The process includes Charter-wide and Academy level data analysis, the development of key Academy level objectives and PLC goals related to the LCAP goals, with monitoring across Academies.

- Examples: [Tk-5 Data](#) meeting, [Middle School Data](#) meeting, [High School Data](#) meeting, [Special Education Data](#) meeting.

As noted previously, HCS created a position, Assessment and Accountability Data Specialist, in 2022 to provide the technical support and data needed to better understand progress and all contributing factors. Most Charter schools do not apply for Title funding because this comes with significant federal compliance. HCS welcomes the added scrutiny because it will assist the Charter efforts to improve proficiency for all students while also closing the achievement gaps that have persisted. In 2023, HCS began to more formally focus on learner-level needs with a unifying strategy of knowing each student by name and by need. Each month, [data](#) is compiled and shared across a range of metrics to aid in this effort. Cabinet is working on a monitoring document to formally track progress aligning all plans: Board objectives, WASC, LCAP, and Charter Renewal.

Regularly, the Ed Services Department provides [LCAP](#) progress data to ensure the community is adequately informed. Each Principal provides an [Academy](#) progress report to the Board quarterly. A formal [LCAP](#) update is presented to the Governing Board in Spring and in a subsequent meeting for approval and adoption.

Prior Accreditation Findings: The [2018 Horizon's WASC Self Study](#) identified three critical learning needs or areas based on school profile data, leadership team and focus groups recommendations.

1. Improve the Graduation Rate
2. Improve School and Community Engagement
3. Increase student performance in Mathematics & ELA

The WASC review and visiting committee concurred with the school's identified areas with the following extensions: utilize student data to drive curriculum, staff development, and program effectiveness; develop and implement a plan to increase parent participation in events, services and resources provided by the school; develop and implement a plan to increase graduation rates.

The [2022 WASC Mid Cycle School Progress Report](#) visiting committee concurred with the school's self-reflection that significant processes and programs had been instituted to support continuous improvement with on-going evaluation and program refinement. The school leadership and staff utilize student data to drive curriculum, staff development, and program effectiveness; thereby

preparing students for college or career. The administration and staff have developed and are implementing a plan to increase family participation in events, services, and resources provided by the school. The teachers and administration have developed and implemented a plan to increase graduation rates. There have been significant gains and evidence that student progress and proficiency has improved and family engagement and participation has increased. All growth areas identified by the WASC teams since 2018 including the 2022 Mid Cycle findings for continuous improvement are in the schoolwide action plan, LCAP.

Schoolwide Strengths

1. HCS's commitment to ongoing school improvement, even when some of the changes are difficult for stakeholders because of major shifts in practice, has led to increased student achievement and well being. The WASC Visiting Committee (VC) commends the school for being courageous and implementing changes that were in the best interests of students.
2. HCS leadership and staff are collaborative individuals who work to ensure that every individual student's needs are met.
3. HCS now has in place an evolving data assessment process which is being used to drive decision making.
4. HCS is living up to their mission by providing to students and families flexible learning options with robust support.

WASC Mid Cycle Review Identified Growth Areas for Continuous Improvement	WASC Goals from Mid Cycle Review: Horizon Progress and Strategies
<u>Data</u>: The school leadership and staff continue to utilize student data to drive curriculum, staff development, and program effectiveness; thereby preparing students for college or career. <u>Family Participation</u>: The administration and staff develop and implement a plan to increase parents participating in events, services, and resources provided by the school. <u>Graduation Rate</u>: The teachers and administration develop and implement a plan to increase graduation rates. <u>Facilities</u>: The staff needs to explore adequate facilities to support a growing student enrollment and to match the academic needs of all students.	<u>Data</u>: HCS hired an Assessment and Accountability Data Specialist in 2022 and is hiring an additional Specialist in 2023 to support the emerging need for data collection and analytical support and reporting. <u>Family Participation</u>: HCS created a position to address and improve family and community engagement. Participation data is now being collected for all Events to help inform the development of a strategic plan. <u>Graduation Rate</u>: A Team is conducting a root cause analysis regarding the Graduation Rate and developing a strategic plan. This is also a specific area of focus for the Special Education Department . <u>Facilities</u>: No new facilities are under consideration.

Progress on Schoolwide Action Plan/LCAP: The LCAP articulates two primary goals: Improve college and career readiness and improve engagement. The most significant shift in the past two years is a bottom-up or learning and learner focused approach and an emphasis on knowing each student by their name and by their need, the learner and the learning needed. Another shift is

monitoring the implementation of the collective commitments. Horizon discovered that the thoughtful work of the teams to develop strategies are most successful when those strategies are closely monitored for full implementation, the promising practices are shared, and problems are addressed in an inquiry process embedded in PLCs. HCS is also taking a managed approach to initiatives mindful of the impact of change. Cross Department Teams work together to study a change idea before, during and after an implementation plan. [After Action Study](#) is now a formal part of the implementation process for key initiatives to ensure continuous learning.

Horizon has made significant progress toward both of the broad LCAP key objectives to improve college and career readiness and engagement. The staff reviews the goals and provides feedback as well, annually, ([2021 Community and Staff Survey](#)). The progress data is addressed in Chapter II. Some of the key strategies are listed below.

- Ensure a comprehensive academic program with appropriate curriculum, assessment and instructional practices to improve Tier 1, first Instruction.
 - [2023-2024 K-8 Curriculum Options. at a glance](#)
 - [2023-2024 High School options. at a glance](#)
 - [2023-2024 Assessment master schedule](#)
- A new position, Coordinator of Strategic Initiatives has been hired to develop and implement a plan to increase parent participation in events, services, and resources
- Provide staff training to support any and all curriculum and instructional resources used with the Academy including how to monitor student progress across a range of metrics. [Fall 2023-2024 Training Schedule](#) and ongoing training provided by a new Educational Technology Teacher on Special Assignment ([TOSA](#))
- Modified the training methods to personalize training for all staff to align with Charter and Academy goals and objectives (Academics, Equity/Access, SEL): [Personalized Professional Development](#)
- Provide a comprehensive progress monitoring plan that includes a body of evidence from all major assessments, [Big Data](#).
- Develop on-going training in data and data-based decision making, [Training](#)
- Develop progress monitoring practices and resources for all [Special Populations](#) including: Special Education, English Learners, students with a 504 Plan, Foster, Homeless, Military, Previously Incarcerated and Newcomer/Migrant students.
- Piloting new curriculum to improve engagement and rigor
 - 2021-Current: iReady Curriculum for [ELA](#) and [Math](#); K-8 Math, [Zearn](#); Grades 6-12 Math, [Desmos](#)
 - 2023-Current: K-8 Science, Bright Thinker with science lab kits from [Home Science](#) personalized for HCS; Grades 6-12, [Inq-ITS](#) 3-dimensional science labs; [K-2 Amplify](#) (Dibels) screening and progress monitoring tools; Grades 3-5 HCS developed writing program
- Increased teacher training to improve [Dual Enrollment](#) recruitment, enrollment and retention
- Implementing a school-wide [MTSS/SEL](#) program based on the research of [HOPE](#) and strengths based instruction
- Completed and Comprehensive [Needs Assessment](#) and applied for Title funds to increase HCS capacity to meet the needs of all students.

CHAPTER II - School Profile and Supporting Data and Findings

School Values

Our values revolve around fostering collaborative, personalized, and inclusive education that promotes comprehensive academic opportunities and holistic student development, aiming to nurture responsible, engaged, and contributing citizens from all walks of life.

Accountability, Collaboration, Courageous Resilience, Equity, Growth Mindset,
Innovation, Integrity, Relationships, Respect

Horizon Mission

In collaboration with home educators, Horizon Charter Schools ensure intentional and relevant student learning by providing tailored and comprehensive educational options to empower EVERY student to develop into a contributing and thriving citizen.

Horizon Vision

The following vision is rooted in our school values and describes the landscape for our continuous improvement work.

- ★ Collaborative Engagement with Home Educators and Students: This partnership reflects our commitment to working closely with students, parents, and home educators to create the best possible learning experience.
- ★ Intentional, Relevant Student Learning and Powerful Academic Programs: The school aims to provide an education that is purposeful, relevant, comprehensive, and inclusive, aligned with diverse cultural backgrounds, real-life experiences, and goals of our students upon graduation.
- ★ Tailored Learning for Individual Student Needs: We focus on customizing the educational experience to meet the unique needs and preferences of each student, acknowledging that a one-size-fits-all approach may not be the most effective.
- ★ Social-Emotional Development and Socialization: In addition to academic progress, we emphasize nurturing students' holistic growth, well-being, and social skills. We recognize its significant impact on a child's overall success by creating inclusive opportunities for students to develop social-emotional aptitudes and engage with peers from diverse backgrounds.
- ★ Empowering all Students: The overarching goal is to empower students to become contributing citizens, aiming to equip them with the knowledge, skills, and values needed to make positive contributions to their communities and society at large.

School Profile

Founded in 1993, Horizon Charter Schools (HCS) is one of the region's oldest and largest public charter schools. HCS is chartered through the sponsoring District Western Placer Unified School District (WPUSD). HCS serves approximately 1600 students in Transitional Kindergarten through 12th grade. HCS is dedicated to the belief that each and every student can succeed. This singular purpose will be achieved through intentionally designed personalized learning, using a variety of

instructional methods, HCS recommended curriculum, and regularly monitors student progress, participation and proficiency.

Legislation: In 2021 the Governor signed Assembly Bill or AB 130 into law which significantly impacted the independent study model. It requires daily instruction, synchronous instruction, live interactions, and elevated accountability for student work. This supported the Charter's efforts to improve the learning experience and coincided with the redesign of the school into 4 Academies with direct oversight by a Principal. In addition, the state in response to Covid 19 and concerns for learning loss provided funds in the form of [grants](#) which also supported the Charter's redesign and enabled significant investment in training to support the new grade level programs and curriculum.

Horizon recognizes literacy and math skills are critical for student success so HCS has refined our approach to include reviewing and recommending curriculum to support a specific learning modality. Each of the K-8 Academies offer four [learning modalities](#) for ELA and Math: Alternative Home Study (AHS), Supported Home Study (SHS), Blended Learning (BL) and On Demand Learning (ODL). All other content areas follow a more traditional home study model with Teachers working in union with families to select the most appropriate material and learning experience. The Curriculum and Instruction (C&I) Department reviews curriculum annually for alignment to the CA CCSS and Frameworks and offers the curriculum as "Recommended Curriculum." This includes material used for interventions or support. The C&I team [provides training](#) in all "Recommended Curriculum." Currently the C&I team with Teachers is piloting a new curriculum for Science that includes an interactive lab experience with project-based learning opportunities.

TK-8 At a Glance: Learning Modality Options			
On Demand Learning	Blended Learning	Supported Home Study	Alternative Home Study*
• Flexible schedule • Pre-recorded daily digital lessons • Daily offline "home" work • Opportunities for regularly scheduled, live targeted support • Families use the HCS online platform to access instructional material • HCS Teachers guide student pacing and ongoing assessments with regular feedback to monitor student engagement and progress	• Weekly class schedule • HCS Teachers provide virtual instruction with additional, required assignments including targeted support as needed • Curriculum includes: both digital resources and print/workbooks for offline "home" work • Families provide additional instruction, ensure students are completing and submitting assignments and monitor their student's work.	• Flexible schedule • Families provide daily direct instruction • HCS Teachers provide the recommended curriculum, print workbooks and digital resources • HCS Teachers provide opportunities for regularly scheduled, live targeted support • HCS Teachers provide pacing guides and ongoing assessments with feedback to monitor student work completion and progress	• Flexible schedule • Families provide daily instruction • Curriculum varies based on student needs and interests • HCS Teachers provide opportunities for regularly scheduled, live targeted support • HCS Teachers guide student pacing and provide ongoing assessments with regular feedback to monitor student progress

TK-Grade 8 Programs: In 2020, HCS Teams with the support of a wide range of feedback cycles developed four key program models designed to support students and families with varying levels of support and specifically selected "Recommended Curriculum" to align with the learning modality.

This model was piloted in 2021/2022 with some modifications to the curriculum initially selected and to the level of support provided by HCS teachers in order to ensure student success and to maintain and build the relationship between the Teachers and the home educators. 2023-2024 Learning Modalities: [Grades Tk-2](#), [Grades 3-5](#), [Middle School](#)

The High School Program: The High School program has evolved as a result of study team recommendations which began in 2021. Horizon extended the analysis to include student participation and completion rates in college preparatory programs including A-G courses during the 21/22 year. There was a strategic team funded in part by [one-time grants](#) to help Horizon expand and develop an equity project for high school students to improve [dual enrollment](#) participation rates, A-G access and completion rates, and Career and Technical Education participation and Pathway completion rates. This work is on-going, however the efforts have been to build out from current programs and to elevate teacher understanding. Horizon understands there are barriers remaining. Horizon is recruiting more students but there is still work to be done to retain students in college and career preparatory programs to ensure more equitable outcomes.



Tarang Sharma, a valedictorian student giving a speech last summer.



Triangulated Support

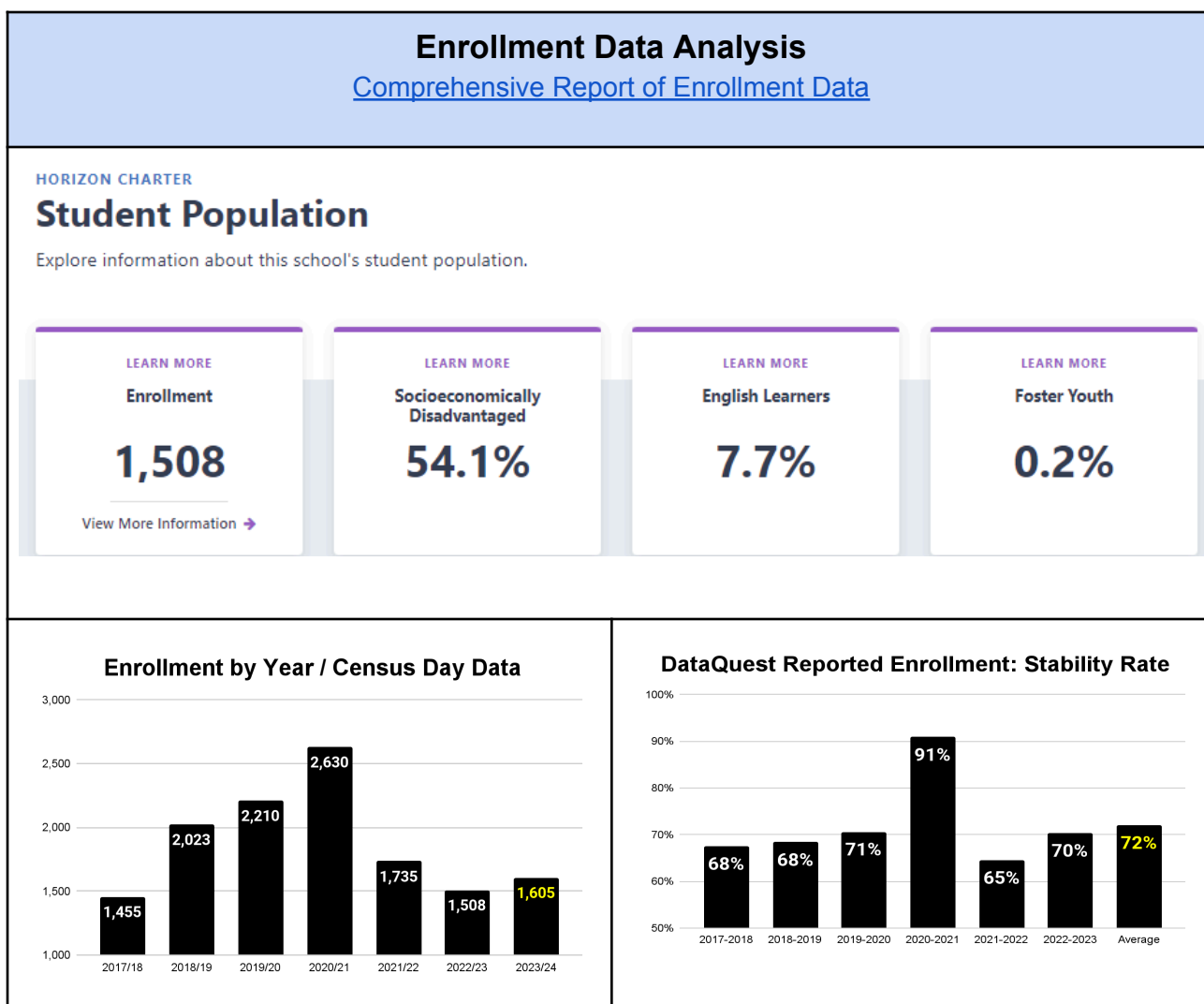
You have a team of people to support you.

- Counselors:** Counselors review each students' transcript and create a personalized course plan in coordination with the student/family and the Supervising Teacher for each student. They are available to help with college and career planning throughout their high school career and provide general support to students as needed.
- Supervising Teachers:** STs work with students to reflect on their personal learning strengths, their ability to set and maintain a schedule, and their confidence and competence in each subject in order to choose the best learning model per subject. STs also order curriculum, provide information about our local vendors and help students select enrichment programs. They will collect and assess student work samples and monitor their student's progress in all coursework and assure each student follows their course plan. If a student experiences challenges, the ST will work with the student and family to find a meaningful solution.
- HQT's** (Highly qualified Teachers) are instructors that have a degree within their content area and are trained to scaffold support for varied learners. They teach the virtual courses (VLI) and support the ODL (on demand learning) classes. They also provide office hours and supplementary support as needed.

Unique to the High School Academy and the independent study model statewide is the triangulated support model: (1) Core content teachers, Highly Qualified in a content area, single subject Teachers, who are trained to support varied learner needs and interests; (2) The case manager, Supervising Teacher, assigned to each student to help students develop the skills and dispositions necessary for success; and (3) The extended support team which includes an assigned Counselor,

Teacher on Special Assignment to support curriculum use and access, and the School Psychologist who is part of the Education Services Department to improve access to students and to help develop a preventative model.

- [2023-2024 High School Course Catalog](#)
- [High School Academy Information Guide](#)

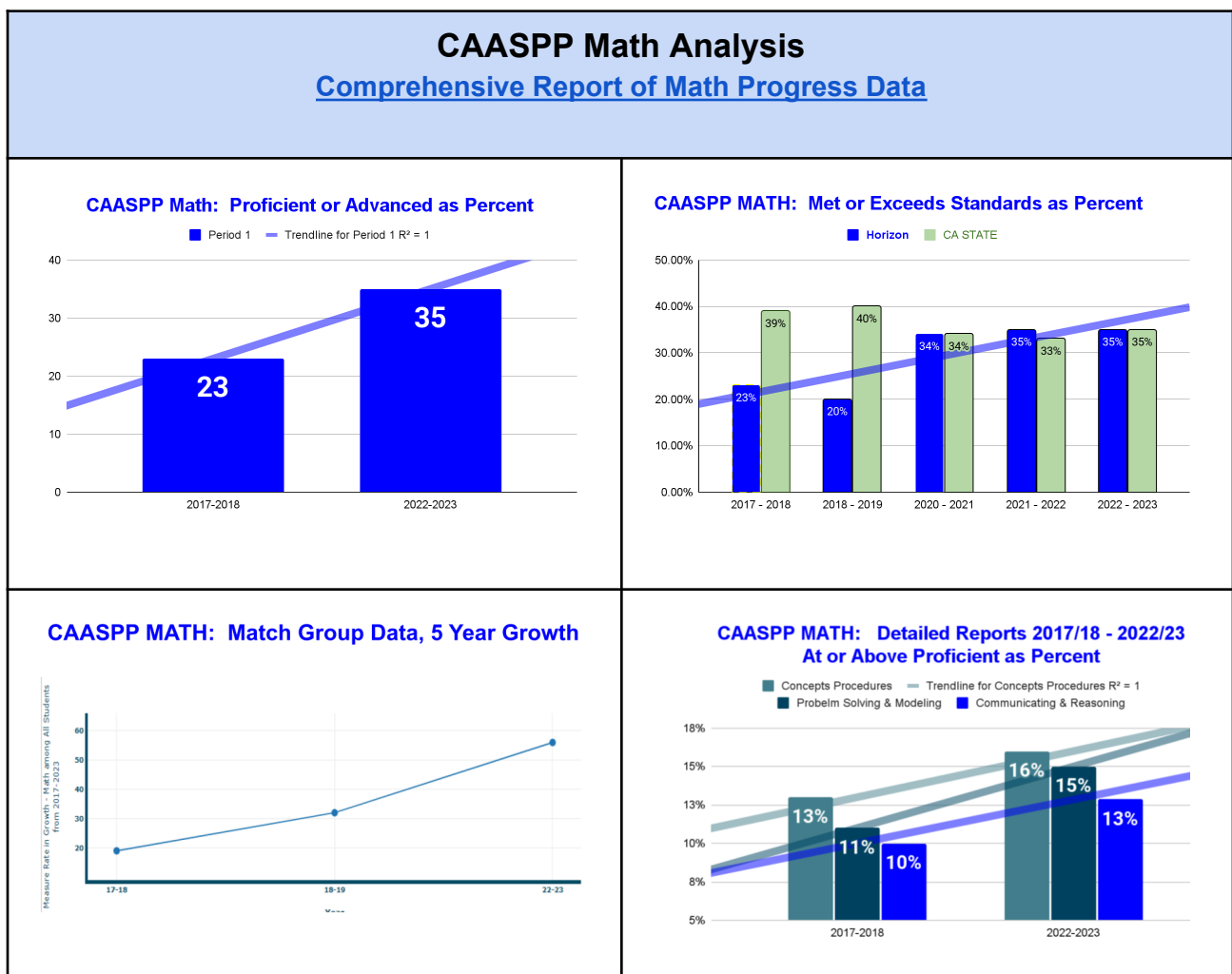


Enrollment Summary Notes: Overall enrollment has increased since the last WASC Self Report (2018) with a current enrollment of 1605 as per 2023/24 Census Day. The Stability Rate which shows the percentage of students can is on average 72% and this is a six year high exempting the enrollment anomaly following COVID-19. The [Retention Rate](#), the percentage of students who return for the subsequent year, is an average of 60%. Socio economically disadvantaged student enrollment had remained over 40% for several years with significant increase in 2023 to 54%. Special Education enrollment has remained consistent comprising 19% of the student body in 2023. English Learner enrollment is increasing, comprising 8% of the student body in 2023.

Enrollment Implications and Insights: Overall enrollment has decreased from an all time high in 2020/21 correlating to the state mandate for all Charters to to implement an Independent Study program option in response to COVID-19 (AB130) which increased competitive options statewide. The Charter's decision to redesign the school models into Academies with recommended curriculum posed a significant change for staff and families. Not all staff and not all families felt they could accommodate the changes in the midst of the broader context of the pandemic and this contributed to a substantial decrease in enrollment between 2021 and 2022. HCS has adjusted substantially to maintain the fiscal fitness of the Charter with reduced ADA as a result of decreased

enrollment. The current budget model is conservatively designed for an enrollment of 1500 students which is lower than the current enrollment data. HCS fiscal reports indicate the Charter is in good standing. HCS is engaged in a deep study of the retention and stability rate of students including collecting data on why students disenroll. This will include better calculating and understanding the impact of the mobility on program design, staffing, and student performance outcomes including all subgroups.

Socio-economically disadvantaged student enrollment remains high and has been over 50% annually for the past few years, and English Learner enrollment has increased and is currently 8%. HCS applied for and has achieved Title program Funding and is allocating fiscal resources and staffing to support the increase in the diverse student body. HCS has invested in staff training to build relationships with students and to better understand student social emotional status and needs to improve learner engagement and progress. HCS has created a Diversity, Equity and Inclusion Team (DEIB) with a dedicated focus on improving cultural awareness, access, equity and outcomes for the diverse body of students enrolled. Special Education and English Learner enrollment is increasing. HCS has invested in staff training and is collaborating with a network, including regional experts, to build capacity.

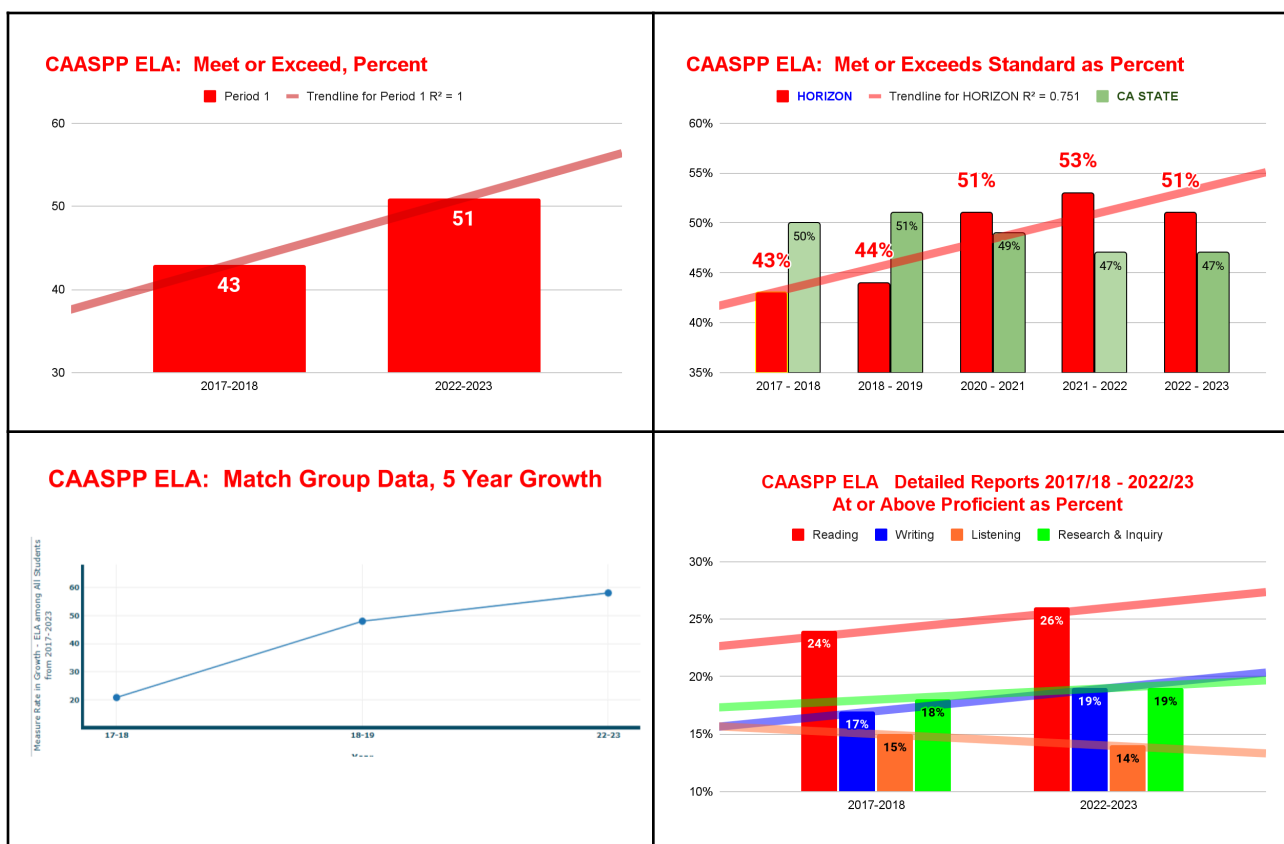


CAASPP Math Summary Notes: Math is a key objective in both the LCAP and the WASC for College and Career Readiness. HCS made significant progress in Math across all metrics since the last WASC Self Study.

- 2017/2018 MATH Percent Proficient or Advanced was 23%, 35% in 2022/2023 with a **12% increase**. HCS has closed the proficiency gap between the State and Horizon.
- 2017/2018 MATH Points from Standard was -90, -52 Points from Standard in 2022/2023 with a **42 Point increase** toward Standard.
- Percent Proficient or Advanced Subgroup Data results for 2017/2018: Students with Disabilities were 10% and 15% in 2022/2023 with a **5% increase**; Socio Economically Disadvantaged Students were 15% and 28% in 2022/2023 with a **13% increase**; Ever English Learners were 14% and 28% in 2022/2023 with a **14% increase**. English Learners-only were 0% and 16% in 2022/2023 with a **16% increase**.
 - Long Term English Learners (LTEL), new data field and accountability measure beginning 2023/2024. In 2022/2023 the percentage of LTELs proficient or advanced is 4% and this will serve as baseline data.
- Longitudinal data shows students enrolled in HCS over a five year period increased substantially, **35% more proficient**.
- Detailed Reports shows a slight increase in Concepts and Procedures from **13% to 16%** Overall; Problem Solving and Modeling **11% to 15%**; Communicating and Reasoning **10% to 13%**.

CAASPP Math Implications and Insights: Math is both an LCAP and WASC objective. The overall proficiency has improved and the performance gap is closing for all subgroups with lesser growth noted for Special Education and English Learner-only and Long Term English Learner students. The Team analyzed match group data to look for trends to guide improvement plans. They have also begun to conduct root cause analysis at the Academy level with an objective of substantially increasing points to achieve at the above standard level. The team identified professional development as a key objective for all staff and for home educators. A team has been assembled to further analyze Math programs, interventions, and progress data. The Team noted the specialized training of Math Teachers from High School working with students in Middle School and wondered if more data was available to assess the progress of those students in the Blended Learning Classrooms. Although all metrics indicate growth, Math will remain a key objective for improvement in both the WASC and LCAP and Academy level PLCs.

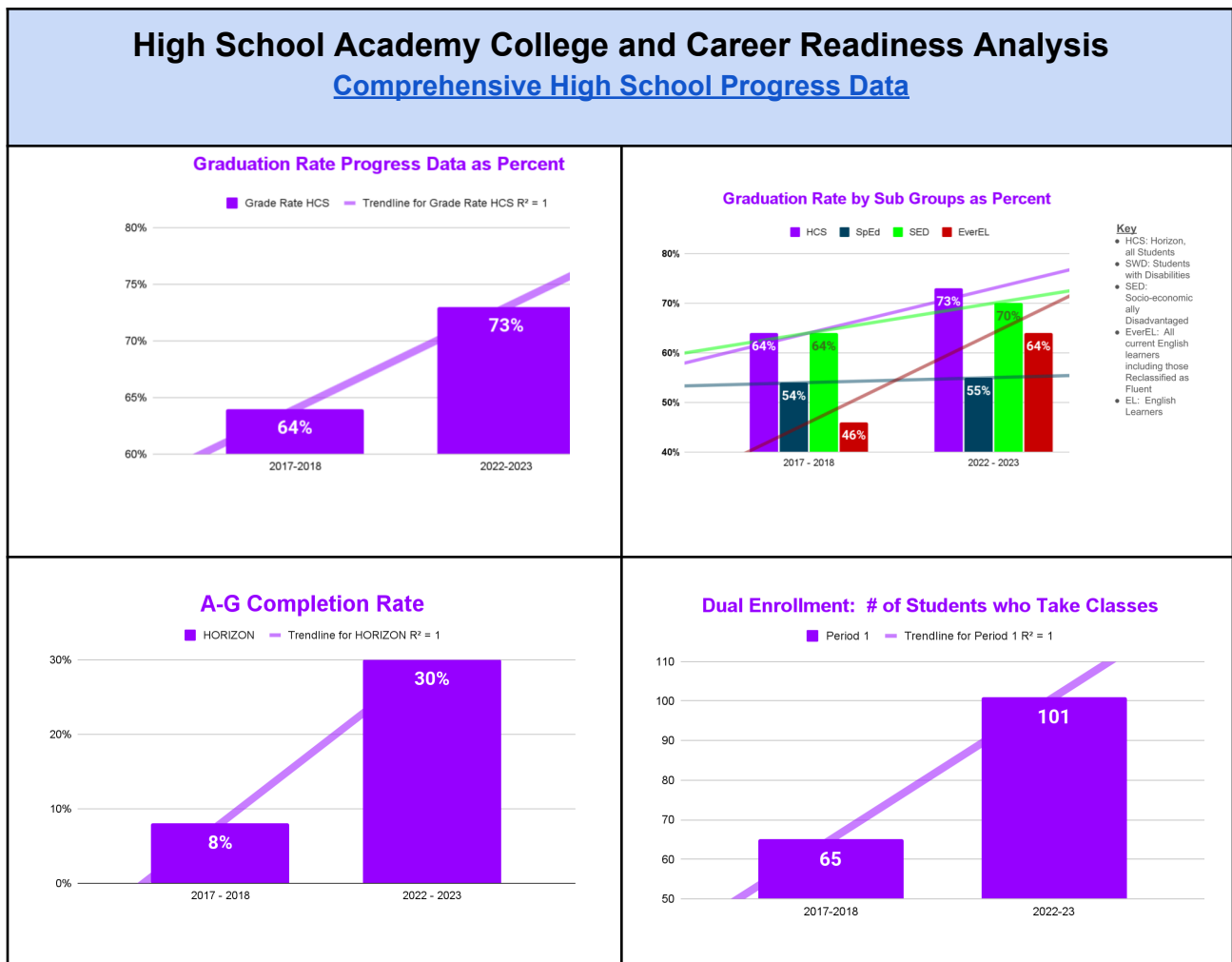
CAASPP ELA Analysis
[Comprehensive Report of ELA Progress Data](#)

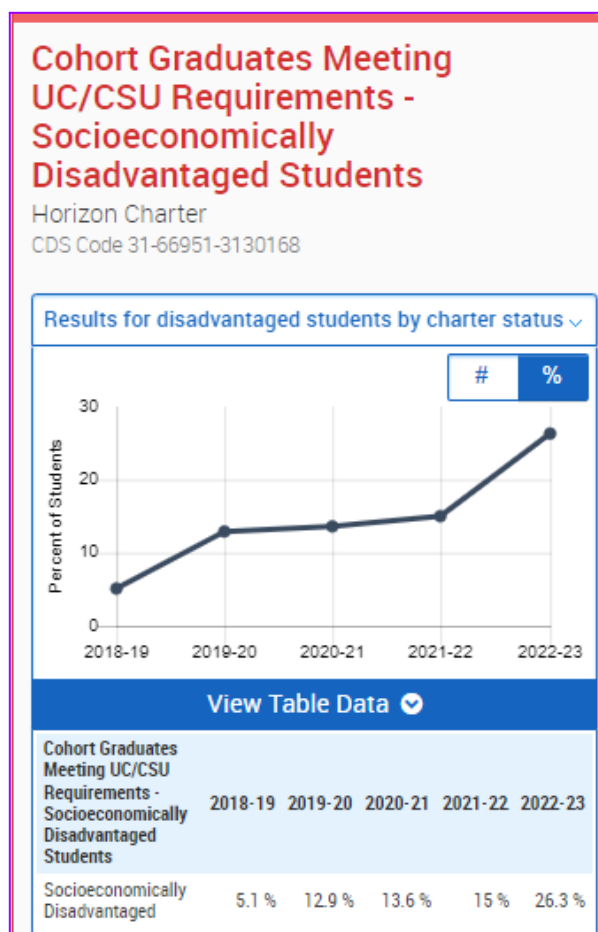
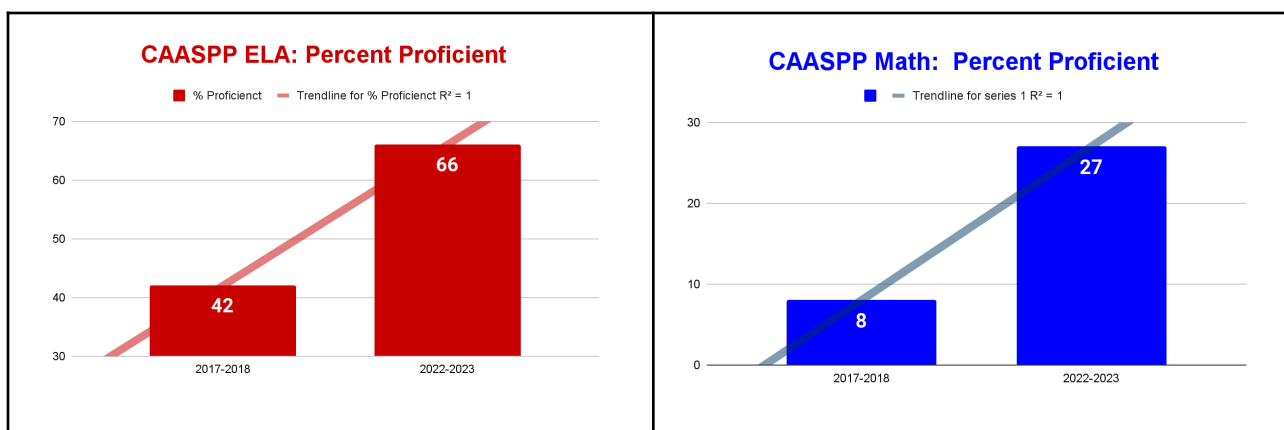


CAASPP ELA Summary Notes: HCS has significantly improved proficiency when compared to the state and currently exceeds the state comparatively and has continued to improve progress in ELA across all metrics since the last WASC Self Study.

- 2017/2018 ELA Percent Proficient or Advanced was 43%, 51% in 2022/2023 with an **8% increase** and is performing above the State averages.
- 2017/2018 ELA Points from Standard was -40, +3 Points from Standard in 2022/2023 with a **43 Point increase**.
- Percent Proficient or Advanced Subgroup Data results for 2017/2018: Students with Disabilities were 19% and 22% in 2022/2023 with a **4% increase**; Socio Economically Disadvantaged Students were 30% and 43% in 2022/2023 with a **13% increase**. English Learners were 23% and 29% in 2022/2023 with a **6% increase**. English Learners-only were 4% and 14% in 2022/2023 with a **10% increase**.
 - Long Term English Learners (LTEL), new data field and accountability measure beginning 2023/2024. In 2022/2023 the percentage of LTELs proficient or advanced is 14% and this will serve as baseline data.
- Longitudinal data shows students enrolled in HCS over a five year period increased substantially, **38%** more proficient.
- Detailed Reports shows a slight increase in the Domains for ELA from 2017/2018 to 2022/2023 Reading from 24% to 26%; Writing 17% to 19%; Listening 15% to 14%; Research and Inquiry 18% to 19%

CAASPP ELA Implications and Insights: ELA is a key objective in both the LCAP and the WASC for College and Career Readiness. The overall proficiency has improved and the performance gap is closing for all subgroups with lesser growth noted for Special Education and English Learner-only and Long Term English Learner students. The Team analyzed match group data to look for trends to guide improvement plans. They have also begun to conduct root cause analysis at the Academy level with an objective of substantially increasing progress in the ELA Domains: Writing and Listening. The Team identified professional development as a key objective for all staff and for home educators. A team has been assembled to further analyze ELA programs, interventions, and progress data. The Team noted a substantial growth in proficiency beginning in 2021/2022 in High School with the implementation of the new Academy model. ELA will remain a key objective for improvement in both the WASC and LCAP and Academy level PLCs.





CAASPP High School Summary Notes:

High School progress remains a key objective in both the LCAP and the WASC for College and Career Readiness. The High School Academy comprises over half of the student body enrollment and they continue to make strides relative to College and Career Readiness and the Graduation Rate. The 2017/18 data reflected a significant gap between Horizon Graduation Rate and the state and between varying subgroups. The 2022/23 data reflects gains toward state parity and across all student populations. Students with Disabilities and English Learners are a target group with specific goals and objectives for improved outcomes as their progress is limited.

The A-G Completion Rate improved **22%** between 2017/2018 and 2022/2023. Dual Enrollment courses completed **increased by 218** between 2017/2018 2022/2023. The socio-economically disadvantaged student [Cohort Graduates Meeting UC/CSU Requirements](#) have increased substantially from 5% in 2019 to **26%** in 2023. The number of students who are taking Dual Enrollment Classes has increased by 36 students, 2017/2018, **65 students** and **101 students** in

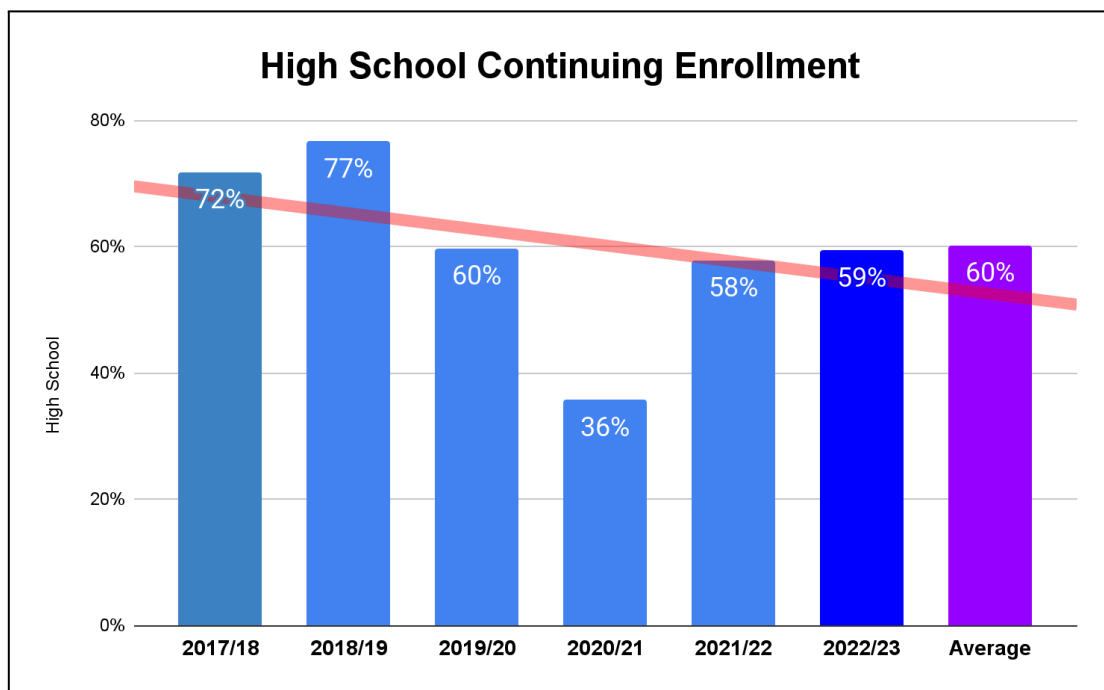
2022/2023, [LINK](#). The High School Academy has improved in both ELA and MATH outcomes as listed below.

- 2017/2018 ELA percent proficient was 42%, 66% in 2022/2023 with a **14% increase**
- 2017/2018 MATH percent proficient was 8%, 27% in 2022/2023 with a **19% increase**
- 2017/2018 ELA Points from Standard was -33, +37 Points above Standard in 2022/2023 with a **70 Point increase**

- 2017/2018 MATH Points from Standard was -132, -84 Points from Standard in 2022/2023 with a **48 Point increase**
- Spring of 2021 HCS shifted away from a general high school program to an A-G program and adopted curriculum that is A-G approved with single subject teachers providing direct instruction and support for the high school in addition to the Supervising Teachers who oversee the Elective courses and provide a comprehensive level of support to the students on their rosters.

CAASPP High School Implications and Insights: Significant progress has been made in the High School Academy. The team has identified the following areas for continued work.

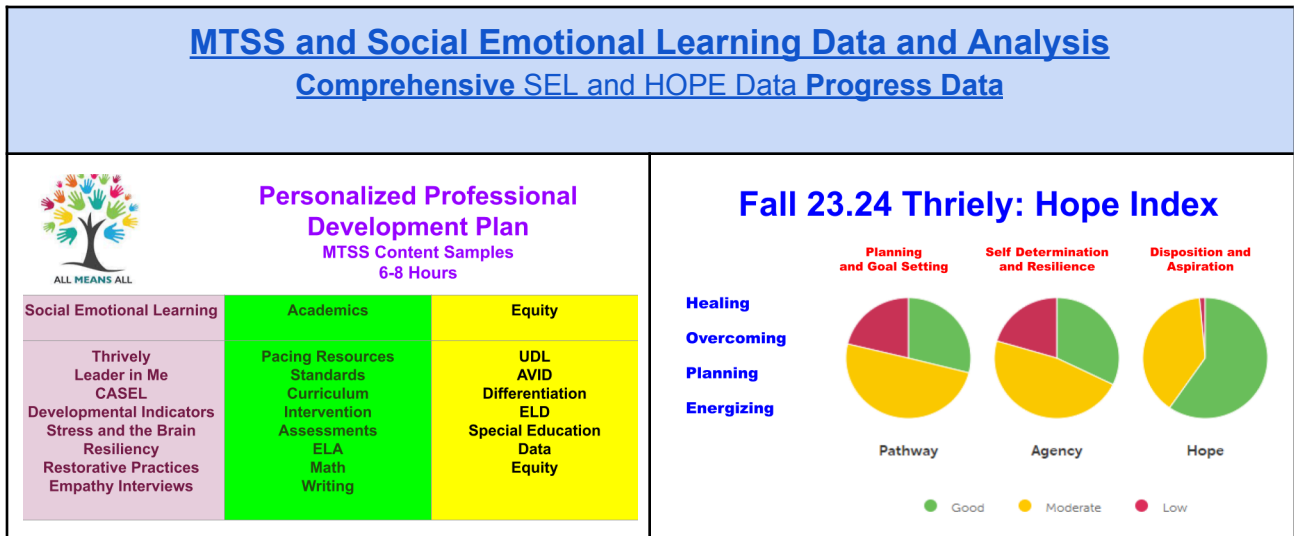
- The Graduation Rate will remain an area of continued study with an emphasis on Special Education and English learner students. More data is required to better understand the root causes to develop a plan for improvement. A team has been assembled to study the outcome data and progress.



- [The retention rate](#), or the rate of students who continue enrollment from one year to the next year, at the High School and the possible impact on progress reports and programs is not fully understood at the time of this report. We do know that the average retention of students is 64% and the High School Retention Rate is on average 60%. Enrollment data is required with more clear information regarding why students enroll and why students depart. The team suggested developing Academy level data to focus on students who have been at Horizon for two or more years to be included in future analytics.
- HCS has continuously provided CTE programs but there has been a shift in the delivery model. Student survey data indicated low satisfaction with the vendor classes which are largely CTE pdf files. Finding CA approved CTE programs in a digital environment to support independent study has proven challenging. HCS is increasingly encouraging

students to enroll in certificate programs through the Community Colleges to ensure a broader course of study and the possibility of Pathway completion. CDE has recently indicated that students enrolled in a dual enrollment program will be counted for dual enrollment but will not also be counted for CTE.

- HCS offers a [College and Career Fair](#) every year (started in 2015) which has many career organizations and community colleges in attendance, who promote CTE. CTE Pathways are promoted a few times/year in the Monthly Counseling [Newsletter](#), separate "Career Technical Education (CTE)" page on [Hub](#), mentioned in all grade level advising [presentations](#) each year and College Readiness [Workshop](#), course plan showing "CTE Pathway" built into [plan](#), tracking of student's status for completing a CTE Pathway. College and Career Indicator (CCI), counts CTE courses completed at a Community College as Dual Enrollment, not CTE Pathways.
- Tiered Engagement [Strategies](#) seem to be working but the staff has expressed the need for more training and support with engaging the students who arrive with significant barriers (academic readiness, dispositions and executive functioning skills and agency, and who are experiencing social or emotional distress). HCS is redefining Tier 1, universal instruction with intense monitoring of all students as part of the broader Charter objective to know all students by name and by need.
- The redesign of the high school away from a general program to college and career readiness with A-G approved curriculum has not yielded even results. [Two grants](#) were written to help study and to provide more support for students who arrive less ready for the rigor and/or are unready for the demands of an independent study program. High School success is a key objective of the Leadership Team and formal PLCs.



MTSS and Social Emotional Learning: SEL progress is an emerging key objective in both the LCAP and the WASC with implications for both the College and Career Readiness and for Engagement. MTSS has been reframed as a General Education initiative with three key Themes: Social Emotional Learning, Academics and Equity. MTSS is a comprehensive framework designed to meet the needs of the whole child by aligning all programs and interventions into a fully

integrated continuum of support for the benefit of ALL students. Staff are [surveyed](#) in order to help the Leadership Team develop an MTSS Plan. All staff have been provided training and support in MTSS. All Charter [Professional Development](#) has been oriented around three key MTSS Themes. Students have been trained to utilize the Thrively Platform (SEL) and digital portfolio to more readily understand their strengths, explore their interests, and research aspirations for life after school. Professional Learning Communities are also aligned to the key themes. [Families](#) have also been provided with an orientation to the Thrively Platform to support strengths-based teaching methods, as well as access to a variety of social-emotional lessons. In Spring 2024, an cross departmental team will present at the All Titles Conference a session on knowing and supporting students by name and by need with specific attention to their social and emotional wellness, [LINK](#).

Summary Notes: The Thrively Strengths Assessment is a student-completed questionnaire (it takes approximately 30 minutes to complete) which provides a summary of the student's top 5 personal strengths (out of 23 domains), covering four primary dimensions of a child's overall development: cognitive, social, physical, and personality. The Assessment was developed in 2012 by 2 board-certified pediatric neuropsychologists and completed by over 130,000 students as a starting point for building self-awareness, defining purpose, developing skills, and experiencing personal impact within the context of the strengths and interests that are unique to each child. The purpose for this assessment is to create a positive path for children and adolescents to understand and explore their personal strengths, interests, and aspirations, [Research article on Hope](#).

The Hope Index is a 2-minute survey that measures a student's Agency (willpower/resilience) and Pathway (goal directed behavior) to provide an overall Hope score. Hope has a well established correlation to improved academic achievement and overall well-being. This survey is completed 3 times yearly (beginning, middle, and end of the year) to inform staff of students who may need additional support or more formal intervention. Comparison of Hope Index scores from the beginning and middle and end of the year are used in conjunction with grades and engagement rates to determine the effectiveness of the programs and interventions.

Implications and Insights: Currently 71% of the students grades 3-12 have completed the Thrively Strengths Assessment. Teachers and parents are encouraged to review student's personal strengths to build rapport at the beginning of the year. A review of interests can be useful for project planning.

- 76% of students grades 3-12 completed the Hope Index at the beginning of the school year
- 28% indicated a low hope score
- 60% indicated moderate hope
- 12% indicated high hope

In 2023/24, the Hope Index was introduced as a new pilot resource to be used as screening assessment for SEL. 68% of the students completed the assessment, middle of the year, MOY. HCS expects full participation for the end of the year, EOY. Based on the Hope Index scores combined with grades and teacher feedback, 69 high school students, 32 middle school students, and 25 elementary school students were invited to participate in small group or individual social-emotional intervention with a school psychologist. 13/69 high school students, 12/32 middle school students, and 9/25 elementary school students enrolled in intervention services for the fall

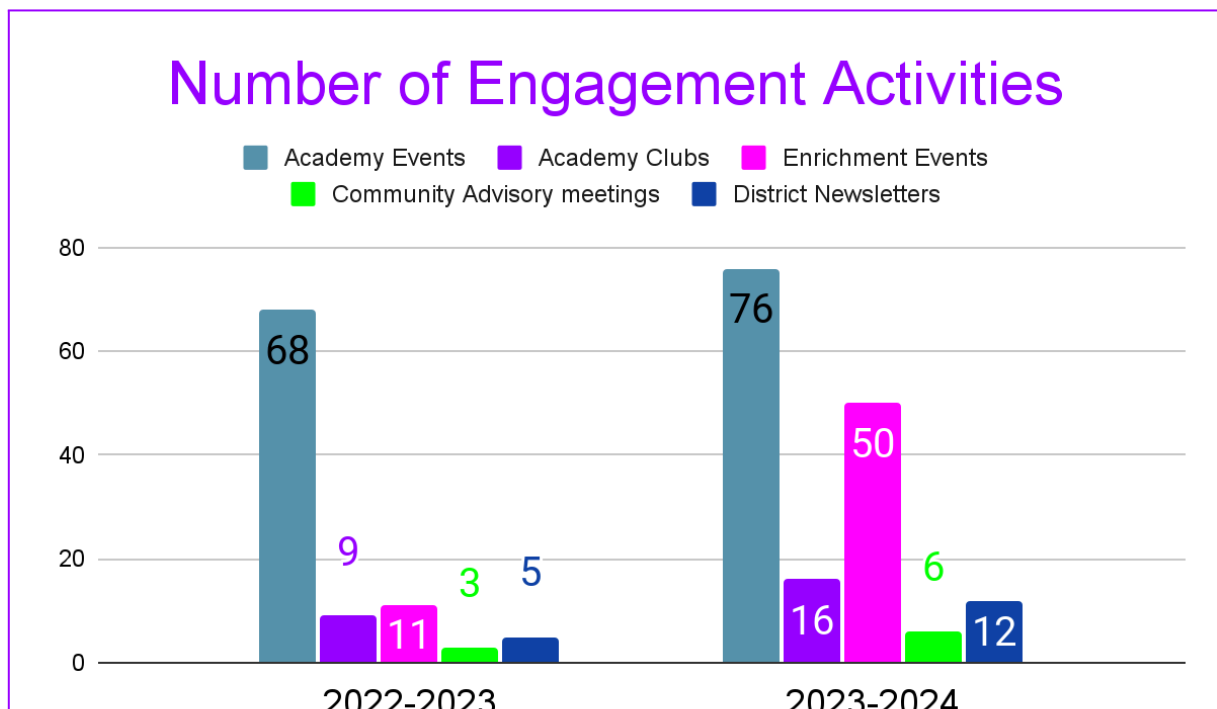
semester. Teachers are using the Hope data and the Thrively platform to support their students in addition to the formal interventions. Families are also receiving support through the Parent Resource Family Support Department, Sample [Workshop from 2023/24](#). Additionally, the [Family HUB](#) includes wellness resources for mental health.

Teachers were also surveyed regarding their ability to support students SEL. 30% of Teachers indicated they do not know how to support their students SEL. Through IEP and SST meetings and in follow up conversations, many have expressed frustration and confusion regarding how to intervene. Teachers report that the small group referrals to the School Psychologist are helpful but this has not improved Teacher capacity to support their students. This remains a key area for professional development. Teachers are using the Hope data to support their students and on-going professional development is provided, [Feb 2024 Teacher Survey data and Academy Presentation](#).

School Climate Data and Analytics

HCS is determined to attend to the culture and climate of the school through the change process. There are a few key strategies to support this focus area: school engagement and communication, staff culture, and professional development.

School Engagement and Communication: This remains a key objective of the Charter. Based on previous feedback HCS has been focussing on a few key initiatives: Increase the number of Academy Events; Increase Academy Clubs to improve social interactions amongst students with a common interest; Increase the number and breadth of Enrichment Events and offerings; Increase the number of Community Advisory Meetings; and Increase the number of formal communications through the Charter Newsletter. To support these initiatives, HCS created and hired a new position, Coordinator of Strategic Initiatives. The Charter has made significant improvements across all metrics. An identified area of need is consistently gathering participant feedback and documenting participation rates. [Elementary Signature Events](#) and [Meet-Ups](#); [Middle School Signature Events](#) and [Clubs](#); and [High School Clubs](#)



Previously participation rates for all assessments was an indication of low engagement and the data was problematic. But, in almost all assessment data in 2022/2023 the participation rate was 95% participation. This reflects a district-wide objective to improve engagement and participation rates.

Another area that is the focus of each of the Academy Principals and the Leadership Team is to bolster Tier 1 support and simultaneously reduce the number of referrals for Tier 2 and Tier 3 as a result of engagement. The refined focus of the Academies is Engagement and there are a few key objectives: Improve Tier 1 instruction or universally designed instructional practices and improve preventative support; Reduce Exits as a result of Engagement; Improve the school's stability rate, the number of students who attend year to year and who are enrolled for at least 90% of the year.

The Academies are developing systems of support and identifying Tier 1 practices and [strategies that are working](#) but more data is needed to fully understand progress and barriers to student success. The MTSS Team includes representation from each Academy and a key focus of this team is to improve preventive and proactive practices of support: [Sample of a recent presentation](#) to the Academies to support professional development and the implementation of the Hope Index.

Authorization/Assignment	School Number
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	89
Intern Credential Holders Properly Assigned	0
Intern Credential Holders Properly Assigned	0
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	89
Teacher to Student Ratio	25:1

Staff and the Staff Survey on Culture: HCS has worked hard to recruit and support staff so that they are highly qualified to understand and support student developmental needs, academic programs and curriculum, and the social and emotional needs of their diverse students in alignment with the new Academy structure. The Charter has also been able to maintain a 1:25 Teacher to Student Ratio.

In 2023, *all* staff were [surveyed](#) regarding school culture. The key themes regarding practices the

Charter and staff should continue doing include fostering collaboration, focusing on student needs, building strong relationships, maintaining a positive mindset, continuous learning, and active engagement with both students and families. The key practices the staff recommended to "start doing intentionally" include: start building positive relationships, celebrating successes, fostering collaboration, understanding individual needs, continuous improvement, and maintaining a student-centered and empathetic approach in various learning environments. The major collective commitments to shift or change practices and dispositions include: breaking down barriers, promoting positive attitudes, empowering students, avoiding assumptions, taking responsibility, fostering effective communication, and maintaining a forward-thinking and proactive mindset.

Professional Development (PD): Professional Development has been re-organized to ensure more personalization for staff as part of a strategic plan to improve outcomes for students and to

elevate the value of PD. Each year, staff receive six hours of formal PD in curriculum and instruction, [Back to School PD Schedule](#). Twelve hours have been allocated to each teacher to pursue professional development with the support and oversight of their administrator and in alignment with the Academy and Charter goals (MTSS - Academic, SEL, Equity). Additionally, a new [Professional Development HUB](#) page has been developed to promote PD in the region. Thursdays have been set aside to schedule training as needed and the TOSAs provide two weekly drop in sessions to support personalized PD. HCS has worked to make the PD provided by the Charter meaningful and appropriate while maintaining a learner-centric focus. Teacher feedback has been strong, 2023-2024 Staff PD Survey (below).



Additionally, each Academy uses the PLC structure as a tool to improve teaching and provide targeted professional development. Each month the Academies all participate in a Staff Meeting which provides another opportunity for training. The Charter also provides district wide and topic specific training to bolster internal capacity. For example, in order to improve communication and support collaboration across Academic and Departments the Charter provided a training, [Interest Based Professional Development, 2023](#).

School Climate Implications and Insights: The Charter is engaged in an intensive effort to build communication and relationships between all community members: families, students, staff, and administration. All metrics indicate improved communication and engagement outcomes. Data demonstrates more information is needed to inform program improvement in this area.

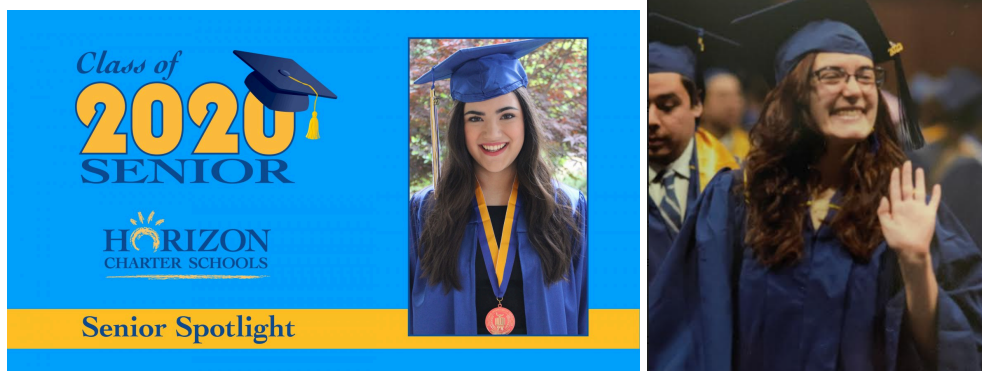
Major Preliminary Needs

- Gathering comprehensive data that includes academic and social emotional well being data that is easily accessible to staff to support strategic planning.
- Increased math achievement on the Smarter Balanced Assessment 3rd-11th grade.
- Designing templates that display data in a way that helps the Academies translate data into an action plan in a timely manner.
- Design an intervention master schedule that effectively addresses student needs.
- Increase attendance and participation in interventions.
- Addressing student, staff and family connectedness - implementing actions that connect ALL.
- Communicate a focus on college and career readiness effectively.
- Ensure students are prepared and have choices and options for their future.

Important Questions Raised by Analysis of the Data

- How do we support students who are struggling in core classes, especially math?
- What types of assistance and guidance can we implement in order to increase the school's high school success as evidenced by key outcomes: Academic progress with specific attention to Math progress and proficiency, A-G completion rate, graduation rate, dual enrollment participation and CTE Pathway completion.
- How can we increase school connectedness for all students, staff and families?

Additional information on staffing, professional development, school safety, facilities, and more can be found on our [SARC](#)



- Julia Luna, a graduate of HCS who is attending Columbia University.
- Angelina McClung, HCS alumna graduating at UC Davis last year and her testimonial: [LINK](#)

CHAPTER III - Self-Study Findings Criteria and Indicators

Horizon has been engaged in a strategic plan for improvement over the past 3 years in readiness for Charter renewal. Many of the Chapter III indicators and findings have been previously addressed as part of the Chapter II Significant Changes and Data Analysis process. The Chapter III Criteria Findings and Evidence are brief discussions designed to add new information with a few sample resources to support the narrative.

Category A: Organization for Student Learning

Criterion A1: Vision and Purpose, Governance, Leadership, Staff, and Resources

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and your response.
- Explain how the schoolwide learner goals reflect the vision and mission and impact student learning and well-being.

Findings	Evidence
• Horizon Charter School's mission, vision, values, collective commitments and learner disposition profiles are foundational aspects of our educational planning and success. To meet this criteria effectively, Horizon Charter School's mission, <u>vision</u>, values, collective commitments and learner disposition profiles are foundational aspects of our educational planning and success. It serves as the guiding force that unites the entire school community towards a common purpose. • High-Quality Standards: The learner disposition profiles are based on high-quality educational standards that reflect the most current and research-backed practices in education. This ensures that students receive the best possible education and are well-prepared for their future endeavors. • Alignment with Research and School Practices: The school's goals and profile reflects the latest research in education. This involves an ongoing commitment to staying informed about advancements in teaching and learning, and adapting practices accordingly. It's also essential to align these goals with the actual practices within the school to ensure consistency. • Alignment with Charter Goals: To ensure a cohesive and comprehensive educational approach, the school's learner disposition profile aligns with the broader goals set by the Charter. This alignment creates a sense of unity and	Board Agendas that include Mission and Vision Presentations Aug 17th and Oct 19th Leadership Agenda 08/2023 Agendas with Consultant to Improve Communication and Leadership Aug 1st Sept 26th Student Learning Objectives Graduation Policy from October 2023 Local Performance Indicator Self-reflection LCFF Budget Overview for Parents Family and Community

purpose across the school, with Academies working together to achieve common objectives. • Measurable Outcomes: LCAP learner goals and graduate profile include specific, measurable outcomes to track and assess students' progress. This allows for regular evaluation of the school's effectiveness in achieving its educational objectives. • Continuous Improvement: The school has a mechanism in place for continuous improvement. This involves regular Plan, Do, Study, Act cycles. • Engagement and Buy-In: All members of the school community have the opportunity to provide input and feel a sense of ownership in the development and implementation of the school's mission, vision, values and goals. HCS hosts LCAP/WASC input meetings, collects survey information from staff, parents, and students, participates in and offers Community Advisory Network meetings regularly to collect feedback and discuss how LCAP funds are used. Over 600 families provided direct feedback on the school Values, Vision, and Mission in 2023.	Survey Survey Results Improvement Science Training, 2021: LINK PD and PLC Plan, 2021: LINK PCOE and CORE Collaborative Equity Walk Training, 2020: LINK Sample CSI Monitoring, 2019: LINK Core Collaborative Sample Agenda, 2019: LINK Academy level events with curriculum on display; Weekly family curriculum support with Teachers on Special Assignment
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Criterion A2: Governance

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the governing board impacts student learning and well-being.

• Findings	• Evidence
• The Board distributes and publicly posts the Governing agenda in compliance with legal mandates. Additionally, it is disseminated to staff and the community. The school newsletter offers updates on Board elections and school Board matters of interest to the parent community, such as the development of the school's mission and vision statement and Board elections. Board members actively attend various school functions, seeking ways to engage with families and students. • The Horizon Board sets specific goals for engaging community partners with a focus on student achievement. Over the past several years, the Board has taken courageous steps to align resources with student learning, including the development of the Academy model and blended learning. • The Board has started setting yearly goals, supported by staff actions. Regularly, the board receives presentations from instructional leaders regarding instructional initiatives, student achievement. The superintendent provides monthly	Mission, Vision, Values and Value statements Organizational Chart Board Governance Handbook, adopted January 2024 Roles and Responsibilities Buckets Document Board Goals, December 2023 Update Board Agendas that include Board Goal Setting Aug - 17th Oct 19th

updates to the Board and community on the progress made towards each of the Board's Goals. This provides focus and direction for the school that aligns with other school initiatives such as the schools LCAP. • Cabinet reports monthly to the Board as a collaborative effort to inform and to gather public feedback. Each meeting includes a Fiscal update, an Academy update including student progress, Department updates, LCAP and/or WASC updates, and progress on the Board Goals. • Cabinet provides a Workshop biannually to ensure the Board and the District are working in union. This also serves an opportunity to provide in depth training and support around key topics including WASC.	Leadership Agenda from August 2023 Local Perf Indicator Self-Reflection LCFF Budget Overview Family Survey on Values and Vision Board Agendas WASC Board Workshop Workshop Agenda including Board Governance.
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Criterion A3: Leadership for Learning

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how leadership actions impact student learning and well-being.

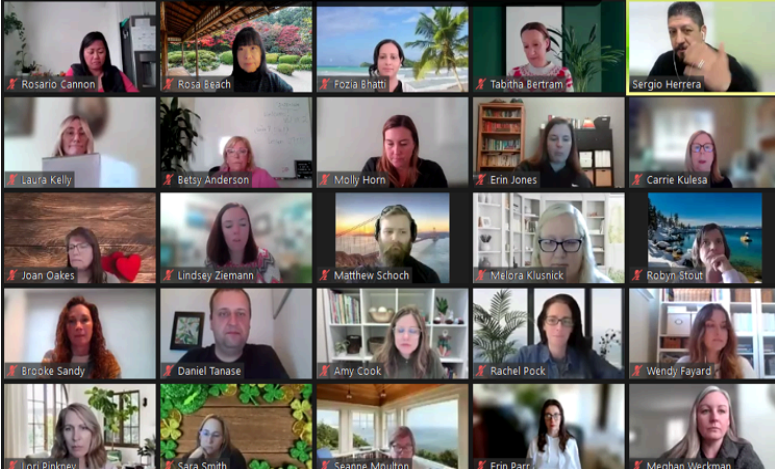
Findings	Evidence
• Horizon recognized the need to gather data and use data to inform all decisions. In service to this mission, PLCs were reconstructed with significant training provided and on-going support to ensure data remains central. This shift includes significant training and progress monitoring at all levels including the strategic use of PLCs as part of a continuous improvement model. • HCS has adopted a distributed leadership model to make the decision-making process part of a mutual responsibility model. After Action study is a significant part of any major implementation initiative to help integrate a continuous learning model in all elements of the design and structure of the Charter. • Professional development model has been modified from a top-down to a shared responsibility model, Personalized Professional Development. Teachers work with their administrators to develop a training plan based upon their needs in alignment with the Charter MTSS Objectives (Academics, Equity, SEL), twelve out of eighteen hours are personalized. • The schoolwide action plan, LCAP, serves as a three year plan that is based upon the WASC program review and self study. It provides a roadmap with clear annual objectives and goals.	LCAP on the Family HUB Data Training K-5 Academy PLC Agenda Middle School PLC Agenda High School PLC Agenda Distributed Leadership Sample Newsletter Sample Leadership Agenda Mtg 2021/22 Sample Personalized Professional Development (PPD) Interest Based Professional Development, 2023 Reengagement/MTSS

	MTSS Staff Survey Leadership Meeting Data Analysis 23/24
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Criterion A4: Qualified Staff and Professional Development

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how leadership and staff actions impact student learning and well-being.

Findings	Evidence
• Horizon has made significant changes to operations, monitoring of instruction, the instructional models, curriculum, assessment, monitoring progress, proficiency and participation, and the support system (MTSS). Each initiative has required substantive and significant training and support. • Grants were drafted to include professional development and training to improve teacher capacity to support students. • Staff are fully Certified in the subjects they teach. • New Teachers are assigned to an Academy Mentor to help them adjust and acclimate. A training schedule is provided and includes a wide array of departments appropriate to each assignment. Classified staff are on-boarded with a formal checklist model to ensure they are adequately trained and prepared. • There are clear Staff Procedures and a Handbook that is reviewed with a Team annually. The Staff and Academic Calendar is collaboratively developed annually. • Admin Services works with all leaders to ensure they understand the importance of implementing a thorough supervision and evaluation process to foster the professional growth of staff, emphasizing ongoing improvement. Job Descriptions are reviewed regularly and updated as the organizational needs change. • The PLC structure provides an additional layer for weekly peer and professional development. The topics relate to Academy needs and objectives based on data. • Curriculum Training is specifically recorded and documented in an On-Demand Model so that staff can revisit at their leisure and as needed. All Departments hold Office Hours.	New Teacher Mentors and Training Staff Handbook ELD Implementation Guide Grant Updates 2022 2023-2024 ELD PLC Sample ELD support ELD Designated and Integrated support and Program Overview ELL Progress Report Chart: Staff are fully Certified in the subjects they teach. MTSS Guide/Plan OPS Directions for STs On Demand Training Professional Development Survey Grant funded PD New Teacher Training

	Showcase Portfolio Training Grant Objectives: EEG PD Calendar Sample Organizational Chart 2023-2024: TK-5 Staff Meeting and PLC Notes 2022-2023: TK-5, PLC Agenda Staff Meetings
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Criterion A5: Resources

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the distribution of resources impacts student learning and well-being.

Findings	Evidence
• Horizon develops a personalized learning plan for each student and selects a learning model based on student progress data, student interests and a families capacity to support the academic needs of their student. Each student and family meets with their Supervising Teacher to explain their options and to preview the recommended curriculum to inform the selection of the learning model and to develop a learning plan. • The C&I Team attend family events regularly to showcase learning modalities, recommended curriculum, and vendors to help ensure families are aware of their options and can make informed decisions. • High school students also are assigned a Counselor who personalizes a Course Plan to ensure students can graduate career and college ready. • HCS develops a Master Schedule for High School with an equity lens to ensure students have access to a broad course of study and an appropriately challenging program. The High School Leadership Team reviews the schedule annually and completes an equity assessment. • HCS develops a Course Catalog to inform families of their options and the Catalog is updated annually and modified based on surveys and progress data. • HCS reviews the learning models annually, analyzes survey data and progress data to develop and align recommended	Learning Modalities 23/24 TK-G2 Parent Resource Learning Plans 23/24 G3-G5 Parent Resource Learning Plans 23/24 G6-8 Parent Resource - Learning Paths 2023-2024 Grades 9-12 Parent Resource for Learning Photo ALbum, Family Vendor Event and C&I Curriculum Showcase Course Catalog High School Master Schedule Purchasing Guide and

curriculum. Recommended curriculum is distributed directly to families to support their learning plan. • HCS maintains relationships with an extensive array of educational partners from which we can order curriculum and related learning products on behalf of students. • Events are planned outside of live instructional time whenever possible. • HCS allocates funding on behalf of families to Supervising Teachers to be used for each student to secure the material and support necessary to help students achieve the individual learning goals. • HCS maintains and revises a robust Vendor list with a wide variety of service providers to enrich and or support the learning experience. The list is modified regularly and families can directly request a Vendor to be evaluated for inclusion. • The Special Education Department works in collaboration with the C&I Department to ensure HCS provides vendors that support an array of services for students with special needs. • The Horizon Charter Schools' budget serves as a fiscal guide for programmatic and operational decision making. The budget must align and reflect the school's vision, goals and educational priorities. Between January and May of each year, under the direction of the Superintendent/CEO, school staff engage in the preparation of the budget. Preliminary fiscal information received from the proposed Governor's budget in January is incorporated into a three-year multi-year projection which is shared with the Governing Board and the community. The multi-year projections are a fluid document that are updated as the year progresses with updated fiscal information and assumptions. • The three-year multi-year projection serves as a planning tool for the Governing Board, Superintendent/CEO and the administrative staff to make personnel and programmatic decisions. Parallel to the budget development process, the Local Control and Accountability Plan (LCAP) is being reviewed, developed, and updated. Supplemental funding projections, derived from the Local Control Funding Formula (LCFF) calculator, are provided to the Assistant Superintendent of Educational Services/CAO (CAO) for the completion of the LCAP. The CAO relies on the supplemental funding projections to work with a diverse set of educational interest groups, i.e., the community, Supervising Teachers (STs), classified staff and administrators to craft goals and the supporting activities. The CAO and the Business Department work closely together throughout this process to ensure the LCAP's budgeted activities continue to align with the LCFF calculator. The Business Department assigns each LCAP goal and activity a unique account code to preserve the financial integrity of the LCAP and allow tracking of	Instructional Funds Approved Vendor List New- Service Vendor Request LCAP Supplement Report to Board Fiscal & Operations Policies Handbook Letter to Staff Programs Drive Budget Student, Staff and Family Surveys Fiscal and Operations Handbook Budget and LCAP Calendar
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expenditures throughout the year in the Escape financial system. • The Superintendent/CEO and Business Department administration developed a Fiscal and Operations manual. The manual was presented to the Governing Board for first readings at the October 19, 2023 and the November 16, 2023 board meetings. The Fiscal and Operations Handbook was submitted for consideration and approved at the December 21, 2023 board meeting. Components of the manual were reviewed and approved by the school's independent audit agency and the entire manual was aligned with the FCMAT Charter School Accounting and Best Practice Manual 2022-23. • Throughout the year Horizon Charter Schools completes and presents to the Governing Board the First Interim Report in December, the Second Interim Report in March, and if necessary, a Third Interim Report in May. • Subsequent to the close of the fiscal year, the Business Department staff closes the school's financial records and produces the Unaudited Actuals report. The Unaudited Actuals report is presented to the Governing Board for approval and then forwarded to WPUUSD and PCOE for final review. • The school's independent audit agency performs two audits each year. The first audit, the interim audit, is performed in the Spring and is centered around the school's attendance procedures and reporting. The second audit is performed in the Fall and is focused on the school's fiscal records and internal control procedures. The completed audit is presented to the Governing Board in December with a copy of the audit forwarded to WPUUSD and PCOE.	
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Evaluation

Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Areas of Strength

1. HCS has shifted to use data to make decisions for financial and educational objectives.
2. HCS follows current laws and regulations of charter schools and independent studies.
3. HCS has a stable Board that adheres to regulatory and legal governance procedures.
4. HCS exercises transparency and accountability with effective communication with the board, stakeholders and the community.
5. HCS Revised mission, vision, and core values 23-24 to institutionalize desired mindset for classified and certificated staff up through leadership and the governing board.
6. HCS prioritizes the hiring of highly qualified, fully credentialed teachers followed by ongoing

training based on the needs of the teachers and their students.

7. Bimonthly staff meetings with staff provides the school time to discuss and receive input from teachers, parents, and staff.
8. HCS has a strong relationship with its authorizing Charter and the County Office of Education.

Areas of Growth

1. HCS will continue to improve services to its diverse community by communicating more directly with families and investing in programs like the Community Advisory Network.
2. HCS will continue to increase staff in-service in person events and school community events in person to support and build socialization and engagement.
3. HCS will expand the collection and use of data to improve data-based decisions at all levels.
4. HCS will continue to study the implementation of initiatives to provide improved accountability and to ensure an inquiry process helps inform implementation.

Category B: Curriculum

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Analyze and explain how the evidence supports your findings and response.
- Explain how the rigorous and relevant curriculum impacts student learning and well-being.

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

Findings	Evidence
• Horizon Charter School provides Recommended Curriculum for grades TK-12. There are 4 pathways in K-8 for math and English Language Arts to allow parents to choose a standards-based program in the modality that the student best learns. The curriculum and instructional models are evaluated as part of the PLC process and annually as part of a formal Curriculum and Instruction (C&I) review utilizing a range of data, • Teachers and administrators have been trained in the current ELD standards, the ELD curriculum for grades K-12, and the ELD the monitoring tool. All students K-12 have access to the online ELD curriculum. • For high school, students are enrolled in A-G courses. In core	Learning Modalities 23/24 TK-G2 Parent Plans 23/24 G3-G5 Parent Plans 23/24 G6-8 Parent Paths 2023-2024 Grades 9-12 Parent Plans

classes, HCS provides common key assignments, midterms, and final exams — which are aligned to California state standards for all courses in the following subject areas: Math, English, Science, History, and Spanish. This provides an additional layer of support and accountability to parent-educators. Several ways in which students can complete courses and multiple curricula are available.

- Recommended Curriculum in Science, Language Arts, and Social Studies contains project assignments aligned with the CCSS.
- Horizon Charter Schools stays current on college entrance requirements through the Counseling Department by attending the annual CSU/UC Counselor Conferences. A-G classes are written and submitted using current requirements. All courses (Independent Study, ODL, VLI) are working towards the Student Learning Goals. HCS offers Career/Technical Education course options, using curriculum with valid CTE designations.
- The Counseling Department follows the College/Career Indicator Model to build the High School program. A master schedule is provided at the beginning of the year. College and career readiness exams are provided to Students.
- The Counselors create an individualized high school plan for all students in grades 9-12, based on personalized goals and desired learning outcomes.
- HCS provides students with Project-Based Learning opportunities through real world- based Key Assignments, Science kits, drama courses, music and art vendors, and field trip opportunities.
- The Parent Educator program provides live and recorded workshops that can be used cross-curricula and across the grade levels.



Curriculum and Family Training Schedule: [LINK](#)
[Grades Tk-2 Curriculum](#)
[Grades 3-5 Curriculum](#)
[Grades 6-8 Curriculum](#)
[Grades 9-12 Curriculum](#)

[ELD Evidence of Training and accountability with administrators, EdServices](#)

[2023-2024 ELD PD](#)

[2023-2024 ELD PLC](#)

[ELL Progress Report](#)

[ELD Program](#)

[ELD Course Teacher Information](#)

[2023-2024 COURSE LIST Quick Guide Final](#)

[Elementary Sample School Pacing Guides 2023-2024](#)

[2023-2024 HS Master Schedule](#)

[High School Course Plan Template](#)

[Family Hub Parent Resources](#)

[Educational Technology Support](#)

[Parent Mentors: TK-5, 6-8, HS Ed Tech support](#)

[2023-2024 Online Curriculum Resources](#)

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards and college and career readiness indicators.

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Findings	Evidence
- Horizon supports parental choice and personalized learning, exercises fiscal prudence, and provides a standards-based program. - To enrich the learning program, Horizon supplements the learning experience with resources for a more holistic learning experience in alignment with the CCSS Frameworks. - Academies develop agendas for meetings with families to further support the collaborative effort to ensure the integrity of the curriculum program, to build relationships with families, and to improve student engagement, Elementary Sample. - An ELA CCSS checklist for grades K-8 has been created in an easily accessible format to assist teachers and parent educators in understanding the standards at each grade level, and to ensure each standard is covered throughout the year. - Recommended curriculum for grades TK-12 is vetted and selected to ensure curriculum includes CCSS and that the necessary supports are made available, including HCS-created Teacher Resource Guides and Assignment Guides. - On Demand Learning (ODL) and Virtual Learning Instruction (VLI) offer students the ability to work at home to complete high school courses at their own pace, but with scheduled due dates. Highly Qualified Teachers oversee these General Education, Achievement-Based Courses and share assignment guides, resources, links, as well as weekly Evidence of Learning Assignments and assessments along with a course midterm and final. These courses can be used with a Supervising Teacher coaching and guiding the student's independent study work. - IXL and iReady are utilized as online assessment and instruction programs for intervention and adaptive and diagnostic assessment for students in Math and ELA grades K-12. The assessment strategically places students at whatever grade level they are currently ready to learn — whether they are below, on, or above grade level, a personalized learning path is set for the students. This ensures developmental support is provided in	Standards Checklist Elementary School Pacing Guides 2023-2024 MS Pacing Guides 2023-2024 23/24 TK-G2 Parent Resource Learning Plans ELA includes literature sets. Math includes manipulatives. Science includes lab supplies. Sample of Tk-2 Curriculum Resources 23/24 G3-G5 Parent Resource Learning Plans 23/24 G6-8 Parent Resource - Learning Paths Sample of Grades 3-5 Curriculum Resources

addition to the grade level content to help close the readiness gap or to provide an accelerated option.

- HCS provides ELD integrated and designated support for student with targeted instructions using iXL ELD aligned curricula in reading and writing
- Since the 2022-23 school year HCS has used the State Writing FIAB assessment which integrates reading and writing to determine students' current skill level in writing.
- Horizon coordinates and collaborates with regional organizations and partners with: Western Placer Unified School District regularly; PCOE and SCOE monthly for Assessment and Accountability meetings; EDCOE SELPA for Special Education support; Community Colleges and UCOP (University of California | Office of The President) for curriculum development and alignment.
- All Academies host a Spring Up session for students transitioning from one grade to another and from one Academy to another. The Guidance Department hosts an annual 8th Grade Orientation to prepare students for high school and help set students up on the desired career or college path.
- Internal Guidance programs are based on the American School Counselor Association (ASCA) National Standards, and include both college and career pathways. Guidance hosts an annual College and Career Fair and partners with more than 40 vendors.



[2023-2024 Grades 9-12 Parent Resource](#)

Zearn Math K-5 Common Assessments: [2nd Grade Sample](#)

Zearn Math 6-8 Common Assessments: [6-8 Grade Sample](#)

Ready CC Math K-5: [2nd Grade Sample](#)

[Sample ELD support ELD Designated and Integrated support and Program Overview ELL Progress Report ELD Program](#)

[Evidence of Learning Assignment Sample](#)

[Edgenuity Vendor Facilitated Course](#)

[Los Rios CTE Program](#)

[Sierra College CTE Program](#)

[Environmental Science Weekly Lesson and Teacher Videos](#)

[2023-2024 iXL Assessment Results](#)

[2022-2023 FIAB Results](#)

[CIM Team](#) with Multiple Departments and regional partners

[Dual Enrollment DATA Dual Enrollment Student Testimonial Video](#)

[High School Orientation for 8th Graders - Slides \(Mar 6, 2023\) \(Zoom\)](#)

[2023-2024 Counseling Events](#)

Criterion B2. Equity and Access to Curriculum

- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the equitable and accessible curriculum impacts student learning and well-being.

Findings	Evidence
• For each high school student, the Supervising Teacher and Counselor work together to establish a recommended Course Plan for students that is designed with an appropriate level of rigor: A-G is the presumed model for students to ensure students graduate college and career ready. For the 2022-2023 school year 30 % of high school graduates completed the A-G pathway but it was double what it was in 2021/22. As of 2/13/2024 236 Basic (non A-G) courses have been approved out of more than 4000 courses, or less than 1%. • The elementary and middle school program additionally provides standards-based Learning Path options for the students to ensure that all students are prepared for post-graduation college and career options. • Horizon offers 3 Career/Technical Pathways that require students to complete a defined course of study in a specified industry sector. • To aid in college readiness and career exploration, Horizon High School facilitates a College and Career Fair during the year and workshops to support students in their investigation of both college and career interests. • Guidance has focused weeks throughout the school year to work with students by grade level, including virtual presentations to support students in their high school careers. • Each year, our Course Catalog is published to offer our families and STs a succinct look at our course offerings. Course Catalogs provide STs and families with all of our academic options and give an overview of what courses we provide in each modality. The CTE Career Pathways option has been added to the 2023-24 Course Catalog to encourage student participation in the Career Pathways electives. • The C&I Team and Educational Technology TOSAs provide monthly and weekly opportunities for families to review their curriculum options and learning plan models. • The MTSS Team has integrated the Thrively Platform and the HOPE Index to help teachers monitor student wellness and	Master Schedule High School Learning Path Options Elementary Tk-2 and 3-5 High School Course Catalog A-G Requirements 2023-2024 Counseling Events A-G completion percents CTE Pathways Dual Enrollment Workshop Recording & Slides Dual Enrollment Info Dual Enrollment Data Summer/Fall 2023 Dual Enrollment Information Summer Dual Enrollment Student Testimonial Video College and Career Fair Counseling Presentations HS TOSA Schedule

develop plans for support. Teachers can refer students and students can request SEL support directly.	Family Support Department MTSS and SEL Support Request Form
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B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is provided to all students through all courses/programs. Course enrollment patterns reflect the diversity of the school's students.

Findings	Evidence
- All learning paths and curriculum options for students are aligned with CA standards and are using approved curricula. - Supplemental resources are added to ensure a comprehensive learning experience. Examples: ELA includes literature sets. Math includes manipulatives. Science includes lab supplies. - The high school was redesigned in Spring 2021 to shift from a general program to college and career readiness with A-G approved curriculum. Two grants were written to help study progress and barriers to success. - The HS is experimenting with various methods to support students who arrive less ready for the rigor and/or are unready for the demands of an independent study program. High School success is a key objective of the Leadership Team and formal PLCs. - All students are invited to live synchronous learning programs in Math and English Language Arts from TK-8th grade. High School students have two options, both with live interaction and synchronous instruction, either Virtual Live Instruction or On Demand standards-based A-G instruction. - Staff engage in weekly data-driven Professional Learning Communities in order to support student success and growth in academic areas, focusing on continuous growth. - MTSS and engagement processes have been developed for all students including intense and targeted intervention in math and reading for students in Tier 1-2 for grades TK-12. The SST process is widely used to support students who are not making academic progress. A school psychologist focused on social and emotional support was hired and supports the staff in training and education in social and emotional wellness - n2y (Unique) uses instructional targets to link academic CCSS to SPED curriculum materials and activities. Instructional targets are aligned to state educational and transition standards. Monthly lesson plans and materials address these critical skills in Reading, Writing, Math, Science, and Social Studies with	K-12 Curriculum Overview A-G Grants Live Learning Opportunities Elementary Blended Learning Schedule Elementary Blended Learning Schedule Middle School VLI and Content TeachersPacing Guides Benchmark Assessments Math PLC Agendas ReEngagement Process SST Process MTSS Plan Professional Development Calendar Grant funded PD Special Education Training in Curriculum, Fall 2023-2024 Part 1 and Part 2

embedded transitional outcomes. The General Education and Special Education staff have been trained on the curriculum. • High School Virtual Learning Instructors hold office hours. In addition to live direct instruction. Many VLI teachers provide students with tutorial videos and links to other external resources. • The grade-level-specific tabs on the Hub offer a myriad of online tools, activities, academic vocabulary lists, and resources for Writing, English, Math, Science, and Social Studies. • SPED RSP teachers were shifted to each Academy to increase collaboration and support for all students.	Course Pacing Guide Blended Learning Class Schedule Engagement Process Approved Interventions
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B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Findings	Evidence
• HCS is an independent study program with student and family consultations weekly. The Teachers, the parents, students and staff collaborate regularly to create a trusting culture. • The families meet 1:1 with a teacher to develop and monitor a student's personal learning plans. College, career and personalized educational goals are also discussed at these meetings. • The students' progress is continuously monitored at all levels and intentionally through the PLCs. Supervising Teachers gather information in Google Classrooms and provide regular feedback to students in regards to the student's progress towards goals and grade level standards and routinely evaluate whether or not his or her current modality fits best with the student's need, as well as what supports he or she might benefit from. • If a student is scoring below grade-level, the Supervising Teacher generates a Student Support Team (SST) meeting in order to discuss and develop a strategic plan of support. • Counselors offer grade-level advising weeks and open their zoom rooms to meet with specific students in each grade level. This focused time allows students to gain access to Guidance Counselors who can review their current progress, and course plans can be modified in coordination with the ST. • Each Learning Period, the ST meets with all of his or her students to review and assess assigned work, guide parents/students, and to assign new learning. These ST agendas are created and observed by the principals. Students in grades TK-8 use Google Classroom or Pathways Information Management System in order to track their grades and assignments. • All families are invited to participate in the Community Advisory Network(CAN). The CAN are members from the HCS staff, students, families, and our local community. They provide input	First week of School Plan First Meeting with Parents Checklist 1:1 Meeting Topics and Evidence ODL and VLI attendance process K-5 Academy PLC Agenda Middle School PLC Agenda High School PLC Agenda Counseling Meetings 2022-2023: TK-5, PLC Agenda Staff Meetings 2023-2024 High school staff agenda. Google Classrooms

directly during meetings and indirectly via Surveys. Participation is voluntary participation by the Horizon community (staff, students, families). Members attend live meetings or view recordings and complete the Survey to provide feedback. They learn about each Academy and all other programs and about our student progress. They collaborate with staff and peers to provide critical feedback for all major Plans including our WASC, ELD Plan, Title 1, 504 Plan, LCAP and LCFF. • All families are invited to participate in the Instructional Leadership Team (ILT) which provides direction for the CAN. It is an elected position and team with a VOTE as a representative of the community. Their role is to assist in developing and providing input in establishing district programs and goals for all learners including special populations. • English Learner families are invited to participate in the District English Learner Advisory Committee (DELAC) which is a Subcommittee of the ILT. It is an elected position with a VOTE as a representative of the community. Parents or guardians of English learners shall constitute the majority membership (51 percent or more) of the committee. Their role is to assist in developing and providing input in establishing district programs and goals for our English Learners.	Parent Portal in Pathways HUB CAHCS Family Hub Meetings Community Advisory Network (CAN/DELAC/ILT)
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Evaluation

Category B: Curriculum

Areas of Strength

1. HCS collaborates with parents and students to evaluate and recommend curriculum and resources that are standards aligned, academically rigorous, and meet the needs of individual students.
2. HCS has developed guaranteed and viable recommended curriculum pathways for Math and ELA TK-12 and are piloting Science curriculum to support the CAST assessment and progress.
3. All HCS Staff are trained to support the curriculum and intervention options to meet the needs of the diverse student population
4. All families and students are provided multiple weekly opportunities, including Engagement Events, for additional support in understanding and using the curriculum effectively.
5. The transition to the Academy models is proving effective with improvements in proficiency in Math and ELA and in points towards standard.
6. The number of Dual Enrollment participation is increasing, doubled from 2018 when compared to 2023, ([DATA LINK](#)) and the GPA/pass rate was 92% in 2023, ([Data LINK](#)).
7. HCS has implemented resources to support SEL and inform Charter level plans and student level supports.

Areas of Growth

1. Review and evaluate Math curriculum and teaching practices to ensure the materials and instruction are aligned and sufficient to support proficiency on the CAASPP.
2. Special Education curriculum and resource review and evaluation to ensure access to grade level content and that students have appropriately challenging materials to close the achievement gap.
3. Additional professional development in MATH standards and practices is needed.
4. Differentiation and clear Tier 1 instructional support is needed.
5. An Ethnic Studies course needs to be adopted by 2025 and/or offered as a dual enrollment option.
6. Increase community partnerships and enrichment opportunities to support student engagement.
7. Dual Enrollment, CTE, and work experience opportunities should be more fully researched and communicated to the student body and staff to ensure equitable access.
8. More intentional vertical collaboration on universal achievement by discussing curricula choices, standards alignment, assessment and interventions.

Category C: Learning and Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *equity-centered learning environment impacts student engagement, learning and well-being*.

Findings	Evidence
• All curriculum and learning paths in Math and ELA Tk-12 include learning projects and real-world application per Common Core standards. Supplemental resources are added to ensure a comprehensive learning experience Examples: ELA includes literature sets. Math includes manipulatives. Science includes lab supplies. • Authentic Writing Activities include personal narratives, newspaper editorial, literary critique, polls, persuasive google slides presentations etc. Students also participate in Performance Tasks and Cross-Curricular activities throughout all grade levels. • All seniors complete their FAFSA/CADAA and create an account with californiacolleges.edu wherein students explore what they may be doing after high school, including college and/or career. Students create a presentation of their findings at the end of the school year. • HCS identifies Special Education, Foster Youth, Homeless, and English Learner students during the admission process in order to better serve/instruct students' academic needs through personalized instruction. Students who are identified for Special Programs receive additional curriculum resources and instructional funds in addition to other services as needed. • To better support English Learners, EL programs are piloted to assess their usefulness in the independent study environment. For example, Reading Eggs is provided to ELs and progress is monitored by teachers as part of the designated program for grades K-3. IXL support curriculum is being used with our Middle and High School Teachers ELD Lab classes which is a weekly online synchronous class with highly qualified Teachers. Lab Teachers meet monthly as part of an ELD PLC. • Identifying Special Education students includes individualized services provided to SPED students based on assessed needs. Students are challenged to make growth, which is	Student Services/Operations Year-long on-going assessments Family Training and Support for Assessments Standards-based ELA/Math practice through IXL and i-Ready Direct support for TK-2 Learning Paths MS Blank E-File; Elementary Blank E-File Class of 2024 FAFSA/CADAA Senior Tasks Hub Link for Special Programs 2023-2024 ELD PLC Sample ELD support ELD Designated and Integrated support and Program Overview

measured against Standards, goals and individual progress. Progress on academic goals is reported to parents on a quarterly basis. • The high school model is based on a presumption of college and career readiness so course plans are designed with A-G courses. • Virtual Learning Instruction and On Demand Learning platforms as well as Community College programs also provide core options for High School students. • Small group instruction by STs such as study skills, reading and math groups, writing support groups, tutoring, office hours, homeroom, and Monday Signature Events collectively provide Teachers multiple opportunities to engage with students and support instruction. • Family workshops (home educator/drop in support) is provided twice weekly to support parents and students with engagement opportunities. • i-Ready and IXL have diagnostic assessments to determine instruction and/or Intervention for ELA and Math and the results are used by Teachers to provide direct instruction and results are shared with families to support the home educator • The Student Success Team (SST) process and MTSS program (tiered re-engagement) guides teachers through the process of assessing for instruction, accommodating with strategies when needed and meeting as a team to ensure optimal teaching by parent-educators. • HCS increased the number of supports for A-G classes to allow access to rigorous courses across ability levels. HCS has adopted a curriculum that includes a variety of supporting resources for students needing remediation. Individualized instruction is provided based on standards and student needs, including transition needs. Transition plans are developed for all SPED high school age students, addressing needs related to college and career readiness. Academic goals are developed based on student-driven transition goals. Students are invited to transition age IEPs, and are encouraged to participate in the development of the transition plan. • Teachers monitor student engagement in courses, programs, and interventions attending to the following: participation, progress and proficiency.	ELL Progress Report ELD Program MS Parent Resource/Learning Path Options MS Blended Learning Schedule; TK-2 Blended Learning Schedule Sample Blended Learning Math Video Parent Educator Support sessions iReady student report iXL progress report SST/MTSS/Tiered Re-engagement
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C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Evidence
• All students are provided a guaranteed and viable recommended curriculum aligned with the CCSS.	SARC Curriculum Pages

- Teachers use the most current California Common Core Standards as a basis for their instruction in all subject areas. All students have access to the standards through their virtual learning courses, pacing guides, and curriculum. California State Standards are built into the Recommended Curriculum options and can be accessed from a variety of sources, including the HUB, teacher created standards checklists, school created checklists, common core printables from the web, and pacing guides. This is evidenced in Meeting agenda items. Common Core Parent's Guide are also shared with families and are available on the Hub. Each set of recommended curriculum sent to students, grade level standards in parent friendly language are included. iXL provides standards-aligned skill lessons and reviews which allows teachers to assign by standard. - Students know and have access to the concepts and topics they are working on throughout the semester. They also have evidence as to which standards they are covering and have covered. For example, when high school students click on grades in Buzz, they can see all of their assignments for the semester, which also indicate the topics/concepts being learned. K-8 Teachers and families can look at the Standards Reports in Edgenuity or other curricula, or at their learning targets which outline standards mastery throughout the school year. STs use Google Classroom or Buzz to collect student work samples for all core subjects on a regular basis to monitor engagement and progress and to provide regular feedback. - SPECIAL EDUCATION: IEP goals are standards-based. IEP team members, including students, are involved in the development of goals.  	HS Course Catalog, with A-G course lists Direct support through SODL/BL/SHS learning paths with pacing guides provided for all ODL Training Videos for Families and Staff myWorld Interactive) HCS PD Library for Parents Academy Learning Targets created for families to follow Middle School Pacing Guides i-Ready BOY/MOY/EOY results shared with families Middle School Nest Parent Guide Sample Middle School Blended Learning Math Video Open Office Hours for curriculum support for parent educators TK-5 Weekly Schedule Sample Tk-5 Enrichment Schedule
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C1.3 Prompt: Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.

Findings	Evidence
Horizon utilizes technology (e.g., iPads (ULS), i-Ready) to address individual student learning needs, collect data,	All students have access to UDL Tools (Staff HUB - Accessible

and report programs. Math and ELA programs contain point-of-use opportunities to differentiate instruction, using multiple resources and strategies. Online resources and intervention materials are available for all core content areas.

- Students receive report cards as an outcome of their instruction and have access to the Google Classroom, Buzz or their online curricula, student portal for up-to-date achievement reports. Standards and checklists available on the Hub have all the California content standards to guide parents using Learning Pathways and curriculum choices to meet the standards.
- Buzz has been used to reach high school students online and in the classroom. Through this platform, multimedia forms of instruction have been added to address various student-learning modalities and academic needs. Students may also access the embedded tools and instruction as many times as desired/needed to understand a concept. Buzz is available 24 hours a day, seven days a week, so students have unlimited access. Students/parents also have round the clock access to student progress through the digital gradebook used in all programs and the Parent Portal.
- Additional instructional supports include; i-Ready Instruction, iXL, Reading Eggs, Exact Path, weekly academic support and enrichment.
- To better differentiate instructional delivery models Tk-8 grades offer the Learning Path options for Math and English. These options include Supported Home Study, Alternative Home Study, Blended Learning and On Demand Learning.
- To ensure high school students receive optimal instruction, Counselors create 4-year high school plans. Students are provided with additional live learning classes where On Demand Learning and Virtual Learning Instruction teachers provide extra live support. This allows all students access to Highly Qualified, Single-subject teachers in a live session each week, regardless of their chosen instructional model. High school students' progress in their courses is monitored weekly by their Teacher and formally quarterly in a report which pulls grades in every class for every student.
- Families receive grade-level content standards in an "I Can" format to understand learning expectations for the school year. TK-2nd grade families also receive Learning Targets, which map out the standards for students to progress through over the course of the year, and STs assess these students 1-on-1 via Zoom three times a year to monitor progress.

[Curriculum for All](#)) Includes Assistive Technology Checklist, Open Access, Linking for UDL/ACA Supports, Masking w/Classroom Tools, Read & Write, Speech-to-text for Google Docs and Pearson Texts

Students/Families given "[I Can](#)" [standards](#) to follow

[Early Elementary Learning Targets](#)

Elementary and MS Academies provides daily engagement opportunities through Monday Signature events.
Eg [Tu-Th academic support and enrichment, and Friday Homerooms](#)

Data and report programs ([iReady](#) and [iXL](#)) gives instructional support based on diagnostic results

[ELD Program](#)
[ELL Progress Report](#)
[Sample ELD support](#)

[Intervention 6-8 Hub page sample](#)

[Sample Middle School Blended Learning Math Video](#)

[Intervention Tk-5 Hub page sample](#)

[K-8 Curriculum Options](#) at a Glance
[High School Master Schedule](#)
HS VLI/ODL Attendance
<https://sites.google.com/hcs.k12.ca.us/hcs-staff-hub/Academies/high-school-Academy/odlvilab-attendance>

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how teachers' use of a variety of strategies and resources impact student learning and well-being.*

Findings	Evidence
• Zoom is used for many of our online Academy Signature Events, Supervising Teacher meetings, Homerooms with rosters of students, Synchronous Instruction, ODL Support sessions, Virtual Learning Classes at the High School level and Blended Learning classes at the Tk-8 level. In each of these settings, multiple strategies are used to engage students in problem solving, critical thinking and application of learning. • Teachers use many virtual tools to engage students in learning. Google tools such as Google Classroom, Google Docs, Jamboard, Google slides to interact with students, assign work, provide feedback and receive evidence of learning. • Edgenuity, Buzz, Stride, iReady assessments and intervention, IXLGroupJam and intervention, Math Seeds, Reading Eggs, Thrively for SEL, and Synchronous instruction are all used as resources to personalize student learning and each offers a different method of instruction to support differentiation. • Teachers are observed by their administrator each year during online instruction for Virtual Learning Instruction in High School, Blended Learning in TK-8 and Synchronous Instruction TK-8.	Tk-5 Synchronous schedule 6-8 POD (POD 1) synchronous schedule High School Schedule VLI/ODL Blended Learning Schedule Google Training hub page Edgenuity Training Buzz orientation Stride Help Sheet iXL training HCEA evaluation tool Link to Staff Hub Vendor List

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

Findings	Evidence
• Teachers facilitate learning as coaches and provide families with evidenced-based strategies to meet the various needs of students. Need samples schedules • Teachers conference with families at least every 20 days to review each student's program and to differentiate to meet their ongoing needs. Teachers coach parent-educators to enrich and meet the needs of their students.	LP agendas (Nelson 6-8) Master Agreement Curriculum Learning Paths Parent K-8 Slides High School Course Catalog

- Students are engaged in learning through a variety of learning paths and options depending on their learning preferences and strengths. - Teachers provide resources for families and students: Assignment guides, pacing guides, guided notes provide graphic organizers, questioning strategies, project-based learning options and other methods of interactive learning. - Math Talks professional development and practices are provided by local partners, Sacramento State University. - Synchronous instruction, Blended Learning options, Virtual Learning Instruction and On Demand support classes include guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.	Pacing Guide Examples, 6-8 Middle School Guided Notes Sample: LINK High School Guided Notes Sample: LINK K-8 Math Talks google Folder with agendas and resources K-8 Curriculum choices AHS Grade Level Verification process
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C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

Findings	Evidence
- Science labs and projects available in the k-8 environment help students demonstrate and apply knowledge they have learned to the world around them. - The Edgenuity On Demand Learning Curriculum 6-12th includes 'real world' assignments and Projects in Math and Science. Math and English Language Arts programs are all common-core aligned to ensure students are not just memorizing concepts and algorithms but understanding mathematical reasoning and number sense. - Math Talks were introduced to teachers in the 2021-2022 school year through professional development in K-8. - Studies Weekly online accounts allow teachers to assign and evaluate student work in science and social studies and give students access to materials to deepen and enrich their learning from the core print materials. - HCS rolled out the Google Classroom tool for teachers to assign and receive student work for/from both the Blended Learning and Supervising Teacher in grades k-8 in 2022/23. - The High School Academy uses Buzz in order to create, assign and receive work for their students in all subjects. Teachers add supplemental materials that are often embedded in the Buzz Learning Management platform. - On demand and Supported Home Study options such as Zearn (K-8 Math), Stride (All subjects Tk-5), Edgenuity (All subjects 6-8) and Buzz for most subjects in High School, provide online platforms where students are learning and interacting with curriculum online in order to collect student progress information and ensure student learning is taking	Science includes lab supplies. High School, 2023/24: Science Lab Recordings High School: Chemistry Lab Sample: LINK High School: Chemistry Lab Sample: LINK Horizon Career Technical Education Pathways Edgenuity-facilitated Guidance department- College and Career Fair and Calendar of Events VENDOR LIST HS Dual Enrollment Dual Enrollment Info Dual Enrollment Data Summer/Fall 2023 Dual Enrollment Information Summer Dual Enrollment Student

place. Teachers are able to intervene and support students as needed as they monitor student progress in these platforms. • Using these Learning Management systems in addition to iXL, Edmentum and iReady to support student learning, students can be seen analyzing, comprehending and conducting effective research across curricula and platforms as they work through their assignments. • Through synchronous instruction, Blended learning, homerooms and Virtual Learning Instruction classes, students in Tk-12 are asked to engage with peers in order to demonstrate their learning. Teachers implement Math Talks, live science experiments and other models of analysis appropriate to their grade level. • Students have access to and are engaged in career preparation activities through opportunities created by the Guidance Department, through contract program vendors, and through online elective vendors. • The Guidance Department also sponsored career prep workshops. Vendors offer practical skills classes. The Special Education department has Transition activities as Well. Additionally, Students 8th grade and up are also encouraged to access the dual-enrollment classes available at our local city colleges. We have many vendors that encourage students to explore their talents and interests and spark curiosities about their future. Families are invited to regular in-person field trips and events. • Horizon provides specialized experiences for students who are gifted, talented, and/or high-achieving.	Testimonial Video Family Events Calendar Gifted, Talented, and High-Achieving GTHA Intro Letter to Families College Readiness Workshops, Gr. 8 Lego Club Field Trips
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Evaluation

Category C: Learning and Teaching

Areas of Strength

1. Students, families, and teachers use a variety of technology to enhance student learning.
2. Student learning is designed around meeting a student's individual learning needs.
3. Staff participate in professional development opportunities that introduce them to current and relevant instructional practices.
4. HCS streamlines processes to ensure students and families get access to learning resources quickly.
5. The school plans with students and families to personalize and provide voice and agency for students to empower them to be involved in decision making about their own learning.

Areas of Growth

1. As part of a culture of universal achievement, the school leadership and staff need to utilize assessment data to identify students needing intervention in a timely manner, including evaluating the curriculum and learning models.
2. Professional development in Universal Design and practices may prove effective for closing achievement gaps and improving Tier 1 instruction.
3. Intervention practices need to be universally managed: timely feedback, research and evidence-based, and student learning needs to be monitored for growth and mastery.
4. The school needs to develop interventions and training for staff being identified with Social Emotional Learning needs.
5. The Leadership Team in union with high School staff and students need to develop a College and Career Readiness plan to improve the graduation rate and program equity.

Category D: Assessment and Accountability

Criterion D1: Reporting and Accountability Process

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and your response.
- Explain how the schoolwide reporting and accountability practices impact student learning and well-being.

Findings	Evidence
• Horizon implements various assessment processes to collect student performance data, ensuring that these processes are fair and unbiased. A yearly assessment plan is developed for grades TK-12 to include local and state assessments with an expectation of 95% participation rate. In addition, regular benchmark assessments, aligned with state standards and curriculum are administered. Data is analyzed to identify patterns and trends in student performance. MTSS systems are implemented as well as SST and 504 processes are established to provide individualized support based on data. Staff are working collaboratively to increase student participation on all measures to 95%. As a non-seat-based charter, ensuring participation in assessments requires significant and intentional outreach. • Sharing data is a part of Horizon's communication process. It occurs in various settings, including Community Advisory Network meetings,	2023-2024 Assessment Schedule SST Process 504 Process Assessment schedule Family Hub - Staff Assessment Hub page Completion: CAASPP 2022 - 2023

Academy level presentations to the Governing Board, Academy PLC meetings, Through the Leadership Meetings, and re-engagement meetings and meetings between Teachers and families. The sharing of data touches all stakeholders. Two times a year, as a local measure, a universal assessment schedule is followed by grades TK-12. Assessments include math, ELA, writing, and SEL. • PLC teams discuss results which helps to drive instruction to meet the needs of our students to meet standards. The results of this and other data drives synchronous learning opportunities/labs, intervention assigning and other implementation of student supports. • Training includes “landing pages” to help support teachers with directions on how to proctor assessments virtually. HCS monitors completion status, educates all about the importance of tests and provides rewards incentives for test completion. HCS removes barriers by providing a “triage room” where anyone with technical difficulties can pop in for assistance. HCS offers in person testing if needed. • ELPAC testers are trained in moodle and complete training and recalibration yearly. • HCS provides assistance to students who require extra support through our Tiered intervention systems through MTSS as well as Student Support Teams (SST), 504 plans, and Individualized Education Plans (IEP). HCS has established procedures to ensure ongoing support and oversight. • Data collected from the Hope Index in conjunction with engagement data is utilized to respond to students who are demonstrating risk for academic failure. Emphasis is placed on providing a universal design for learning by differentiating the level of support provided to home educators and students based on identified needs. • HCS supports students in completing the FAFSA/CADAA. HCS offers A-G course offerings and a variety of course offerings • HCS uses the body of evidence to inform changes in programs, to implement professional development activities, and to allocate resources demonstrating an evidence based, continuous improvement process. The Leadership Team partners with staff to evaluate programs, practices, and expectations to improve outcomes.	Completion: CAA 2022 - 2023 CAASPP Training Landing Page 2023 2022-2023 CAASPP Scores PLC HS Learning Period Meeting: LINK High School ST PLC Agenda New CTE Pathways 2021-2022: LINK Running PLC Agenda Tier 1 Re-Engagement Support Protocol K-5 Tier 1 Re-Engagement Support Protocol 6-8 Hope Index Data SEL MTSS Intervention Guidance Training FAFSA/CADAA support Completion Data Financial Aid Workshop Course Catalog Leadership Meeting Agenda, 1/9/24 with prior meeting Agendas linked
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Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning

- Evaluate the school’s effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the teachers’ use of assessment strategies to monitor and modify instruction impact student learning and well-being.

Findings	Evidence
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• Horizon uses assessment data, including CAASPP, IXL, iReady, ELPAC, and report cards to establish master schedules in each Academy and allocate resources in a continuous and results-driven school improvement process. College and career indicators are monitored and reported to the state. College and career readiness is monitored and supported in addition to Supervising Teachers working with students to set and meet their goals on an individual basis. • The leadership team has and continues to collaborate regarding the tiered re-engagement processes. PLCs have grown, and all Academies now have focused PLCs collaborating around data to increase engagement. PLCs focused on re-engagement were established and Horizon teams have been receiving training from the CORE Charter regarding improvement in science. Special populations are monitored and supported, including ELL students and foster youth. Horizon is now participating as a Title 1 school and learning to maximize new available resources to better serve students. • Horizon provides a universal assessment of psychological “Hope” for students in grades 3-12. This is a general social-emotional measure that provides information about a student’s pathway (ability to set goals) and agency (motivation/ability to achieve goals). Because Hope is a well-researched predictor of student achievement, HCS uses this data to inform recommendations for students’ general program support as well as intervention recommendations. • MTSS includes both academic and social-emotional support. PDSA cycles are used during PLCs to test new ideas for support. Horizon is a part of the CORE collaborative and has access to their data and comparisons to other schools. Additionally, the California dashboard provides information regarding students. • All teachers provide feedback to their students using these resources and the assistance of the Data Specialist. Grades TK-8 uses Google classroom and grades 9-12 use the Buzz platform, to facilitate the sharing of work and providing feedback, including grades, teacher comments, and support. • HCS gathers data from various sources including but not limited to HCS, the California Dashboard, CAASPP, CERS, DataQuest, Core Data Collaborative, and EdData. • The Teachers are able to provide both timely and specific feedback because most of the learning models include some online platforms which can be directly monitored and work samples are collected weekly to help monitor and guide instruction and progress. The student work samples may become part of the student’s Portfolio or showcase of assignments. • Instructional leaders and teachers review assessment data in order to make informed decisions regarding their instructional teaching methods and to adjust their curriculum to better meet the needs of their students. The elementary Academy adjusted their curriculum to ensure all areas of ELA are supported through the curriculum.	Engagement PLC Agenda ELL Progress Report SST Meeting Template SST Overview & Process SST Referral Form 504 Process Social Emotional Learning Consultation Form (used as pre/post intervention measure) Data Training K-5 Academy PLC Agenda Middle School PLC Agenda High School PLC Agenda High School PLC Agenda
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Additionally, a pilot is being conducted, INQ-its, as it is a more supportive tool through which to experience labs. This ongoing analysis helps to ensure students are receiving the support and instruction they need to succeed. • The integration of PLCs at every level provides a regular system to monitor student progress, the success of the interventions or universal programs, and the effectiveness of curriculum and resources.	
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Evaluation

Category D. Assessment and Accountability

Areas of Strength

1. Teachers collaborate regularly to discuss students' academic progress and various student concerns via the PLC process. PLCs focus around data to increase students' engagement.
2. Assessment data is published, shared, and analyzed as a team.
3. Assessment data is used to identify students that need more support.
4. HCS offers opportunities, outside of the classroom, where students can pursue their passions and interests and explore possible future career interests.
5. HCS uses multiple methods to share student learning progress with educational partners.
6. Teachers employ a variety of student assessments to monitor academic progress
7. HCS is monitoring participation in local and state measures.
8. PLCs are used strategically to improve learner outcomes and to support professional development.
9. New Data Specialist hired to support all Departments with data analysis and data-based decision making.

Areas of Growth

1. HCS needs to improve in monitoring data specifically designed to evaluate the effectiveness of student intervention in math, writing, and SEL.
2. HCS needs to continue to engage in professional development in the operation of a Professional Learning Community with fidelity in order to ensure schoolwide implementation of key initiatives remains aligned with the appropriate level of accountability to ensure improvements in student learning and well-being.
3. HCS should expand data collection to include close analysis of subgroup performance across all metrics.
4. Use College and Career Readiness standards to increase the number of students who graduate College and Career Ready.
5. Providing meaningful feedback to students in a timely manner.
6. Reduce the percent of students who enter the tier re-engagement process.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Criterion E1: Family and Community Involvement

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and your response.
- Explain how the family and community involvement impacts student learning and well-being.

Findings	Evidence
• Building relationships with families starts with inviting them to our prospective and new family information sessions.. These are advertised on the Horizon Charter Schools website as well as shared out by admissions staff and home educator mentors in phone calls and emails to inquiring families. • HCS provides Home Educator Mentors to assist new families during the onboarding process and continue to act as a resource to families once students are fully enrolled. Educational Technology and Curriculum TOSAs are also available as resources to involve families in effective curriculum use. These staff are available virtually in open office hours as well as at events throughout the year. • Each new family begins their journey with Horizon with an initial meeting with their supervising teacher (ST) who will share information through a communication tool such as an efile. The ST orders instructional material and provides immediate resources to support the first three weeks, Sample. • Once established, students and parents can influence teaching and learning strategies and processes by participating in the Community Advisory Network (CAN) consisting of the following subcommittees: the Instructional Leadership Team (ILT) made up of HCS supervising teachers and administrators and our Charter English Learner Advisory Committee (DELAC). DELAC is made up of community and HCS teachers/administrators. These committees provide opportunities for families, teachers, students, and administrators to learn about student programs, plans, and progress; and provide critical feedback which results in immediate change. • Students needing additional support are identified by name and by need through assessment, observation, discussion with families in order to ensure identification of learner needs, especially in special populations such as Individualized ELL, Homeless, GTHA, IEP unique learner needs. All identified students have a team that reviews their data and creates a plan to identify barriers and strategically meet their needs.	Information Session Schedule Information Session Slide Deck (Middle School Efile template) CAN Slide Deck Parent Support Contact Information TOSA Open Office Hour Schedule Event Schedule Elementary Signature Events and Meet-Ups ; Middle School Signature Events and Clubs ; and High School Clubs Tk-5 Master PLC Agendas Hope Index Data Welcome and Orientation letter

• In a virtual environment, it is difficult to assess students' mental health needs on a daily basis. The Hope data identifies students who are socially and emotionally distressed. HCS hired a Health and Wellness Coordinator who works alongside supervising teachers to create strategies to support students who have been identified as having low hope and may struggle with the necessary executive function skills to be successful both academically and socially. • After surveying families in 2022, school leadership learned that families wanted to feel more connected to the school through in-person events which would also create more socialization opportunities for their students. A Coordinator of Strategic Initiatives was hired to provide more in-person learning opportunities available to students and families. The intention is to build strong relationships between HCS staff and families while increasing whole-child learning. HCS had a great turnout with the beginning of the School year kick-off event with over 600 individuals in attendance.	Back to School Flyer Back to School Picture
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Criterion E2: School Culture and Environment

1. Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
2. Explain or reference evidence that supports your succinct, narrative response.
3. Explain how the school culture and environment impact student learning and well-being

Findings	Evidence
• Student safety is addressed in three ways: (1) Teachers, as professionals, regularly set expectations in their virtual classrooms, though no school policy has been added to the handbook yet. (2) Outside vendors are screened and background -checked through the Department of Justice, with a continual link to the company owner. All employees must be screened by the employer or with HCS. (3) Any questionable internet searches conducted by students are flagged by the IT department, who in turn, informs the student's principal and supervising teacher. The ST conducts an appropriate screening of the student and reaches out to the adults in the home to create a plan moving forward. The Health and Wellness Coordinator is available to act as a consultant and resources are available on the family hub. There will also be a review of Thrively SEL assessment data. • Parent Resources targeting the individual social-emotional and behavioral needs of all students are provided universally in an on-demand format. Additional support and guidance is provided to families based on expressed need and student engagement. • Exchanges of Information are provided to families to facilitate communication between educational and medical professionals to ensure equity in education when students demonstrate needs.	GTHA 1st Meeting TK-2 Zoom Expectations New vendor service agreement Student Handbook p. 33 Family Hub ST Weekly Meeting schedule Sample Efile - Pacing guide (TK-2) Middle School Pacing Guide GTHA 1st Meeting Introduction Letter Enrichment for all

• STs in each Academy communicate with their home educators by meeting with them regularly depending upon their needs in order to ensure the student is aware of expectations and has the necessary support to meet those expectations. • STs in each Academy communicate with their home educators by meeting with them regularly, depending upon their needs. in order to ensure their student is aware of expectations and has the necessary support to meet those expectations • Enrichment programs like Gifted Education, special interest clubs, social interactions and meet-ups, field trips, and events are created and scheduled in response to family and student feedback. The Gifted, Talented, and High Achieving (GTHA) program supports students in third through eighth grade by providing activities that will challenge students in strength areas while supporting students in any challenge areas such as executive function skills or a lack of engagement. • Home Educator Mentors provide a second layer of support for families as a resource to answer family questions prior to and during the enrollment process as well as a second tier of support after enrollment for our families. • The Diversity, Equity, Inclusion & Belonging Committee is beginning to work with the school to provide teacher support to diversify curriculum and material, to expand cultural experiences, and to improve teacher capacity to become more culturally competent.	New Family Info Session New Family Meeting slides K-12 Information Brochure Curriculum table at Event 21-22 Parent Support Meeting Agenda 23-24 Home Educator Mentor Agenda 22-23 PAC Agenda 23-24 CAN Agenda Diversity Equity and Inclusion Team. 2-23 presentation Elementary Signature Events and Meet-Ups Middle School Signature Events and Clubs High School Clubs AMIGOS Club Intro Video AmigosClubPoster.pdf
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Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the multi-tiered support systems impact student learning and well-being.

Findings	Evidence
• All students are provided with a differentiated level of support to address social-emotional behavioral needs. At the universal level all students are provided with a Strengths assessment that gives the educational team (teacher, student, home educator) information about the students' personal strengths and interests. Teachers are encouraged to review and utilize student strengths and interests within their student's school program whenever possible. Additional assessments that provide insight into students' multiple intelligences and habits of mind are also available to all students. • Tiered Academic approach to support students Academically starts with the ST meeting with home educators regularly to utilize student strengths to implement strategies to support student learning. This may	Description of Thrively Strengths Assessment Tier 1 Re-Engagement Protocol 9-12 Elementary Academy Synchronous Learning Schedule. Sample Teacher Meeting Calendar

involve Universal Design for Learning (UDL) tools such as a multiplication chart or audiobooks or careful selection of curricula or instructional path. At the tier one level, Academies offer academic reinforcement through synchronized learning in order to support and enhance students' learning at high levels.

- SEL interventions are provided to students based on expressed need, Hope Index data, and engagement data.
- On demand educator-guided resources, elective course offerings, and small group counseling provide additional support. Short-term individual counseling is available to all students based on need.
- If a student needs more than tier 1 support or is significantly below grade level, HCS offers additional tier 2 support through vendors such as subject-specific tutors and/or targeted skill-building lessons with iReady or IXL.
- If a student demonstrates significant needs, more than 2 years below grade level, or is not responding to tier 1 and 2 support then we work with tier 3 supports (more intense tier 2 supports, additional accommodations, or specialized support with SPED knowledge) or schedule an SST. The SST will determine a specific tier 3 plan moving forward to support all students to learn at high levels.
- All students are provided with multiple tools for exploring post-academic career aspirations including industry standards for educational requirements and pay. This is a graduation requirement as well as encouraged by our counseling team. All 9th through 12th grade students with an IEP are required to have a transition goal from high school to career. Example: Mod severe students serve coffee to First Street staff one Wednesday per month to practice a potential career as a barista.
- Counselors also schedule college visits each year to local campuses: Sierra College, Folsom Lake College, and Sacramento State University to help high school students build a connection with these post-high school organizations.
- In order to provide students with as many post-high school advantages as possible, HCS incorporates the FAFSA completion into the Government and Econ courses. In order to help students feel comfortable advocating for themselves, student access to instructors has been increased. HCS offers 90-minute virtual live instruction courses. On-demand learning students are expected to attend 60-minute live sessions with their instructors once a week.
- Teachers also hold office hours or make themselves available to students by appointment. Students can access office hour information through BUZZ our LMS. This access creates opportunities for students to build positive relationships with their instructors in order to create safe virtual spaces for students to ask for what they need.

[SST Process](#)

[Social Emotional Learning](#)

[SEL Elective Course Offerings](#)

[Wellness Group Offerings](#)

[Consultation Form](#)

[Back to School Kick off Flyer](#)

[Photo 1](#) [Photo 3](#) [Photo 4](#)
[Photo 5](#)

[Signature Events](#)

[Elementary Meet-ups](#)

[Homeroom Behavior Expectations](#) - HS

[Homeroom Agenda](#)

[Elementary Signature Events](#) and [Meet-Ups](#)
[Middle School Signature Events](#) and [Clubs](#)

[High School Clubs](#)

[Leadership Club Agenda](#)

[023-24 Counseling Event Calendar](#)

[Master Schedule](#)

[Sample of Teacher Office Hour](#)

Evaluation

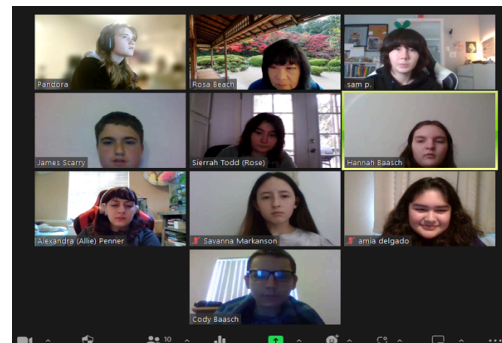
Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth

Areas of Strength

1. HCS has created pathways to success so that students may meet the high expectations set for them through concurrent enrollment opportunities, CTE, and A-G approved courses.
2. HCS administration and staff effectively inform and recommend support services for students through direct services, referrals, and the MTSS process.
3. HCS offers opportunities, outside of the classroom, where students can pursue their passions and interests and explore possible future career interests.
4. HCS school culture is conducive to learning and demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and social-emotional needs.
5. HCS uses data to develop programs and supports.
6. HCS has developed socialization opportunities to build SEL and build a community.
7. HCS created a new position, Health and Wellness Coordinator.
8. Integration of Special Education teachers into the General Education Academies to improve outcomes for students.

Areas of Growth

1. Clarifying Tier 1 and Universal Instructional Design practices and evidence of implementation.
2. Develop programs to encourage more parent participation and engagement at social activities and in advocacy efforts.
3. Focus on establishing stronger social-emotional relationships with and between students and staff.
4. Building a cohesive school/Academy culture given geographical challenges.
5. Monitor and evaluate SST and intervention programs for efficacy.
6. Broad participation by all students (lack of evidence at this point) in varied programs
7. Develop a school wide communication plan.
8. Develop an MTSS strategic plan including an implementation plan with implementation criteria and evidence/outcomes.



CHAPTER IV - Summary from Analysis of Identified Major Student Learner Needs

Category A: Organization for Student Learning Vision and Purpose, Governance, Leadership, Staff, and Resources	
Area of Strength	Area of Growth
- HCS uses data driven decision making for financial and educational objectives. - HCS exercises transparency and accountability with effective communication with the board, stakeholders and the community.	- Expand opportunities for student and parent involvement in the mission, leadership, and governance of the school. - Continue to create ways to support student, family and community engagement and interactions
Category B: Curriculum	
Area of Strength	Area of Growth
- HCS has developed guaranteed and viable recommended curriculum pathways for Math and ELA TK-12 and is piloting Science curriculum to support the CAST assessment and progress. - All HCS Staff are trained to support the curriculum and intervention options to meet the needs of the diverse student population. - All families and students are provided multiple weekly opportunities and additional support to understand and use curriculum effectively.	- Review and evaluate Math curriculum and learning models to support proficiency on the SBAC. - Special Education curriculum and resource review and evaluation to ensure access to grade level content and sufficient materials and training to close the achievement gap. - Improve equitable access for enrichment programs and work experiences.
Category C: Learning and Teaching	
Area of Strength	Area of Growth
- The school has developed resources for parents to utilize in supporting student learning. - Blended Learning/live synchronous instruction and Virtual Learning Instruction/On Demand Learning support classes allow for multiple	- Universal design professional development to close achievement gaps and improve differentiation. - Develop interventions and training for staff being identified in Social Emotional

ways to engage students in challenging learning environments.	Learning.
Category D: Assessment and Accountability	
Area of Strength	Area of Growth
- Teachers employ a variety of student assessments to monitor academic progress - HCS is monitoring participation in local and state measures - Hcs has developed interventions and training for staff to better support students with Social Emotional Learning. - PLCs are used strategically to improve learner outcomes and to support professional development.	- Engage in professional development to support PLC implementation with fidelity - Expand data collection to include close analysis of subgroup performance across all metrics - Provide Universal Design for Learning professional development to close achievement gaps and improve differentiation - Use College and Career Readiness standards to increase the number of students who graduate College and Career Ready.
Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth	
Area of Strength	Area of Growth
- Measures are in place to identify student's personal, social-emotional and academic growth. - HCS offers opportunities, outside of the classroom, where students can pursue their passions and interests and explore possible future career interests.	- Develop programs to encourage more parent participation and engagement at social activities and in advocacy efforts. - Focus on establishing stronger social-emotional relationships with and between students and staff.

CHAPTER V - Schoolwide Action Plan

Horizon Charter Schools is developing a new three year Local Control and Accountability Plan (LCAP), 2023/2024-2026/2027. The Plan detailed below will reflect an extension of the current LCAP which sunsets, 2023/2024.

The Annual Growth Goal (AGG) from current to 2029/2030 is presented to help the Charter close the gap between current state and the aspiration for improved College and Career Readiness (Goal #1) and for improved Communication and Engagement (Goal #2).

ACTION PLAN GOAL #1: College and Career Readiness

All students will be prepared to graduate from high school college and career ready based on a range of academic metrics.

Identified Major Student Learner Needs based on Progress Data

Based on school data and WASC group findings, several themes emerge as key areas to focus the school's energy and resources.

Student performance in Mathematics is relatively low school-wide, and lower for some student subgroups. Horizon needs to continue to focus energy and resources on improving overall performance in math, and providing additional support for longitudinally underperforming student groups, Special Education and English Learners.

Student performance in English Language Arts is comparable to state-wide performance but lower for some student subgroups. Horizon needs to continue to focus energy and resources on improving overall performance in ELA, and providing additional support for longitudinally underperforming student groups, Special Education and English Learners.

Although progress has been made in high school success, the percentage of students completing the full A-G course pathway is still low. The Graduation Rate for all students has been inconsistent with some improvements but the subgroup performance remains low especially for Special Education, Hispanic students and English Learners. This will remain a focus area with both short term strategic goals and long term system analysis. Horizon needs to continue to expand opportunities and monitor enrollment in A-G courses and continue developing the dual enrollment program with expanded CTE options.

Horizon identified the need for more effective data collection, analysis, and application. The school needs to develop an efficient and effective system of identifying students in need of academic support, and tracking their growth once they are connected with support services. This will allow the school to further evaluate the effectiveness of academic intervention strategies and student support both in the short term and as part of a long term improvement plan.

ELA Academic Progress and Proficiency Goals based on Data

Student Group	22/23 CAASPP Data	2023/24 Goal	Long Term and Annual Growth Goal 2024-2030
SBAC ELA Schoolwide	51% Meet or Exceed	56% Meet or Exceed Standard	• Increase the percent of Students who Meet or Exceed Standards by 5% annually until measures

(SW)	3 Points Above Standard		exceed state-wide performance, minimally • Maintain Points Above Standard to ensure HCS exceeds state-wide performance, minimally
SBAC ELA Socio Economically Disadvantaged (SED)	43% Meet or Exceed 17 Points, Distance below Standard	53% Meet or Exceed Standard 7 Points, Distance below Standard	• Increase the percent of SED Students who Meet or Exceed Standards by 10% annually until measures exceed state-wide performance, minimally • Decrease Points from Standard by 10 Points annually until HCS exceeds state-wide performance, minimally
SBAC ELA Students with Disabilities (SWD)	25% Meet or Exceed 59 Points, Distance below Standard	40% Meet or Exceed Standard 34 Points, Distance below Standard	• Increase the percent of SWD who Meet or Exceed Standards by 15% annually until measures exceed state-wide performance, minimally • Decrease Points from Standard by 15 Points annually until HCS exceeds state-wide performance, minimally
SBAC ELA English Language Learner (ELL)	14% Meet or Exceed Standard 51 Points, Distance below Standard	44% Meet or Exceed Standard 21 Points, Distance below Standard	• Increase the percent of ELL students who Meet or Exceed Standards by 30% annually until measures exceed state-wide performance, minimally • Decrease Points from Standard by 30 Points annually until HCS exceeds state-wide performance, minimally

Math Academic Progress and Proficiency Goals based on Data			
Student Group	22/23 CAASPP Data	2023/24 Goal	Long Term and Annual Growth Goal 2024-2030
SBAC MATH Schoolwide (HCS)	35% Meet or Exceed Standard 51 Points, Distance below Standard	45% Meet or Exceed 36 Points, Distance below Standard	• Increase the percent of Students who Meet or Exceed Standards by 10% annually until measures exceed state-wide performance, minimally • Decrease Points from Standard by 15 Points annually until HCS exceeds state-wide performance, minimally
SBAC MATH Students with Disabilities (SWD)	15% Meet or Exceed Standard 102 Points, Distance below Standard	45% Meet or Exceed Standard 72 Points, Distance below Standard	• Increase the percent of SWD who Meet or Exceed Standards by 30% annually until measures exceed state-wide performance; • Decrease Points from Standard by 30 Points annually until HCS exceeds state-wide performance
SBAC MATH Socio Economically Disadvantaged (SED)	28% Met or Exceed Standard 66 Points, Distance below Standard	48% Meet or Exceed Standard 46 Points, Distance below Standard	• Increase the percent of SED who Meet or Exceed Standards by 20% annually until measures exceed state-wide performance; • Decrease Points from Standard by 20 Points annually until HCS exceeds state-wide performance
SBAC MATH English Language Learner (ELL) and Long Term English Learner (LTEL)	16% Meet or Exceed Standard 75 Points, Distance below Standard ----- Long Term English Learner (LTEL) 4% Meet or Exceed Standard	46% Meet or Exceed Standard 45 Points, Distance below Standard ----- Long Term English Learner (LTEL) 34% Meet or Exceed Standard	• Increase the percent of ELL students who Meet or Exceed Standards by 30% annually until measures exceed state-wide performance; • Decrease Points from Standard by 30 Points annually until HCS exceeds state-wide performance • LTEL: Increase the percent of students who Meet or Exceed Standards by 30% annually

			until measures exceed state-wide performance, minimally
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Graduation Rate Progress and Proficiency Goals based on Data

Student Group	22/23 CAASPP Data	2023/24 Goal	Long Term and Annual Growth Goal 2024-2030
Schoolwide (SW)	73% Graduation Rate	78% Graduation Rate	Increase the percent of students who Graduate by 5% annually until measures exceed state-wide performance, minimally
Students with Disabilities (SWD)	35% Graduation Rate	55% Graduation Rate	Increase the percent of SWD who Graduate by 20% annually until measures exceed state-wide performance, minimally
English Language Learner (ELL)	64% Graduation Rate	74% Graduation Rate	Increase the percent of ELL students who Graduate by 10% annually until measures exceed state-wide performance, minimally
Hispanic Students	67% Graduation Rate	74% Graduation Rate	Increase the percent of Hispanic students who Graduate by 5% annually until measures exceed state-wide performance, minimally
Socio Economically Disadvantaged (SED)	69% Graduation Rate	74% Graduation Rate	Increase the percent of SED students who Graduate by 5% annually until measures exceed state-wide performance, minimally

Key Academic Strategies Based on College and Career Data Findings

Specific Actions	Implementation Plan	Evidence of Implementation	Expected Measurable Student-Focused Outcomes
Universal implementation of PLC's with	<u>Year 1 -Initial:</u> Develop data system and analysis protocols;	PLC Agenda and minutes aligned with areas of improvement	SBAC/CAASPP, ELPAC, iREADY, and iXL Data will show

goal alignment to key improvement areas: Math, High School success, and ELA.	Develop common understanding of Needs; Define collective agreements and commitments; Develop SMART Goals and provide strategic professional development; <u>Year 2- Implementation:</u> Fully align Academy PLC Agendas to the District SMART Goals; <u>Year 3 to 5 - Monitoring:</u> Use data to inform and adjust SMART Goals (evidence); Monitor progress, the implementation and collective agreements	(Math, Graduation Rate, A-G access and success, dual enrollment completion rate, CTE Pathway completion rate • Implementation timeline • Academy and Charter SMART Goals • Data review sheets	improvement aligned to SMART goals. • Graduation Rate will improve across all groups and persistent performance gaps will close. • High School success will improve for all students and persistent performance gaps will close (Graduation Rate, Dual Enrollment, A-G, CTE)
Universal Implementation of Multi Tiered Systems of Support (MTSS)	<u>Year 1 -Initial:</u> Define collective understanding, agreements and commitments of MTSS; Develop Charter SIS to document MTSS; Determine metrics for MTSS; Provide professional development in SEL and MTSS with prevention and intervention strategies <u>Year 2- Implementation:</u> Integrate MTSS into the PLC structure and develop SMART Goals <u>Year 3 to 5 - Monitoring:</u> Monitor progress, Implementation and collective agreements	• Student Information System • SST Referrals and documents • Data systems/tools • Progress monitoring (tracking)	• Reduced referrals for Tier 2 and 3 Re-engagement • Improve SEL outcome data • Increase academic performance for all across a range of metrics

Universal Implementation of Tier 1 Instruction	<u>Year 1 -Initial:</u> Define collective understanding, agreements and commitments of Tier 1; Determine metrics for Tier 1 implementation; Provide professional development in Tier 1 prevention and universal strategies <u>Year 2- Implementation:</u> Monitor Progress; Define Tier 2 and 3; Monitor Tier 1 collective commitments and agreements <u>Year 3 to 5 - Monitoring:</u> Use Data to inform and adjust Tier 1/2/3; Monitor implementation and collective agreements; Monitor progress	• Common and collective vision for Tier 1 instruction • Learning and progress barriers named and reduced • Common practices defined for instruction, Tier 1	• Improved Engagement as measured by SEL and other indices • Improved attendance/ engagement in programs • Improve retention of students • Improved high school success
Carefully monitor progress of students by name and by need	<u>Year 1 -Initial:</u> Develop common method and agreements for monitoring student progress data including work samples and the development of portfolios <u>Year 2- Implementation:</u> Develop collective commitments and templates to track progress; Align data systems and PLCs; <u>Year 3 to 5 - Monitoring:</u> Monitor implementation and collective agreements; Monitor progress	• Student progress data • Student work samples • 1:1 Meeting notes or template with progress data shared with students/families • Feedback is timely, detailed and intentional	• Improved Proficiency and progress and participation for all students • Improved Graduation Rate • Improved A-G access and success rates • Improved Engagement and reduced referrals to Tier 2 and Tier 3 • Improve retention of students.

ACTION PLAN GOAL #2: Communication and Engagement

Our students, families and staff will demonstrate a focus on learning through active engagement in the Horizon School community as measured by effective communication, collaboration, and participation.

Identified Major Student Learner Needs based on Data

While survey data suggests students and families feel strongly connected and have supportive relationships with their assigned Supervising Teacher, Horizon needs to continue to maintain and improve strategies for family and community engagement school-wide and to improve overall retention of students and improve the stability rate. HCS has made significant progress in developing effective communication to further engage the school community and is developing a marketing strategy to improve external communication.

Assessment Participation Rates

Student Group	22/23 CAASPP Data	Short term Goal and Plan: 2023/24	Long Term Goals and Plan: 2024-2030
Schoolwide (SW) SBAC	96% Participation Rate for all Students and Subgroups	Increase Participation Rate by 1% for all Students and Subgroups	Obtain and maintain minimal 97% for all Students and Subgroups
Schoolwide (SW) ELPAC	97% Participation Rate for all Students and Subgroups	Met.	Maintain minimal 97% for all Students and Subgroups
Schoolwide (SW) Thrively Strengths Finder	72% Participation Rate for all Students and Subgroups, *Pilot Year*	97% Participation Rate for all Students and Subgroups	Maintain minimal 97% for all Students and Subgroups
Schoolwide (SW) Thrively HOPE Index	60% Participation Rate for all Students and Subgroups, *Pilot Year*	97% Participation Rate for all Students and Subgroups	Maintain minimal 97% for all Students and Subgroups
Grades K-8 iReady	82% Participation Rate for all Students and Subgroups	97% Participation Rate for all Students and Subgroups	Maintain minimal 97% for all Students and Subgroups
Grades 9-12 iXL	84% Participation Rate for all Students and Subgroups	97% Participation Rate for all Students and Subgroups	Maintain minimal 97% for all Students and Subgroups

Student Engagement

Student Group	22/23 Data	Short term Goal and Plan: 2023/24	Long Term Goals and Plan: 2024-2030
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Tiered 2 and 3 Engagement Referral Rate	Grades Tk-2: Exits due to engagement: 3 Grades 3-5: Tier 2-3 =12 but limited data of students in/out of tier 2 or 3. Grades 6-8: Tier 3 referrals = 15 High School: Tier 2= 103, Tier 3= 73	- Collect Tier 2 and Tier 3 referral data - Identify how and when students shift between Tiers - Identify Tier 1 best "first" instructional practices and interventions - Identify Tier 2 Intervention best practices - Record and analyze Tier 3 exits	- Create a common way to capture and analyze the MTSS/Tier 2 and 3 referrals in student Information system including subgroup data - Analyze strategies against student needs and outcomes
Academy Special Event Opportunities	Grades TK-5: 21 Middle School: 27 High School: 20, 18 from the Counseling Department to support college and career readiness	Grades TK-5: 22 Middle School: 29 High School: 25, 18 from the Counseling Department to support college and career readiness	- Create a common way to capture and analyze the Event opportunities, overall participation rates and by subgroups - Gather feedback to inform program development
Academy Club Opportunities	Grades TK-5: 0 Middle School: 3 High School: 6	- Grades TK-5: - Middle School: 3 - High School: 7	Create a common way to capture and analyze the club opportunities overall participation rates and by subgroups, and feedback to inform program development
School wide Enrichment and Field Trip Opportunities	=11	=50	Create a common way to capture and analyze the enrichment opportunities, overall participation rates and by subgroups, and feedback to inform program development
Family and Community Engagement			
Student Group	22/23 Data	Short term Goal and Plan: 2023/24	Long Term Goals and Plan: 2024-2030

Number of Family and Community Engagement Events	Community Advisory Network Meetings: 3	Community Advisory Network Meetings: 6	- Create a common way to capture and analyze the family and community engagement events, participation rates and by subgroups - Gather feedback to inform program development
Number of Family and Community Engagement Events	- Community Advisory Network Meetings in Person: 0 - Field trip events: 0 - Community building events: 0	- Community Advisory Network Meetings 2, and increase AGG by 2 - Field trip events: 8 - Quarterly monthly community building events: 4	- Develop a strategic plan to improve CAN direct participation and subgroup representation - Create a common way to capture and analyze the family and community engagement events, participation rates and by subgroups - Gather feedback to inform program development
Charter Training and Support for Families	New and prospective family orientations: informal and developed as part of recruitment	- Shift new and prospective family orientations for retention and recruitment, - Family training: curriculum support 2 times per week and at key events - Family training: instructional support, quarterly - SEL family training, quarterly	- Survey families to gather feedback - Capture family participation rates by subgroups
Charter Communication with Families	Newsletter #: 5	Newsletter #: 12, monthly	Maintain one per month
Climate Survey Data	Staff surveys are conducted 2-3 times annually	Create a comprehensive staff climate survey	Create a comprehensive community and student survey plan

	• CAN collects Community Feedback 3-5 times annually; • Cabinet collects feedback 2 times annually	BOY and EOY • Create a comprehensive student survey Tk-8; Create a High School course level feedback	
Retention Rate, students who re-enroll	• Tk-12 Average in 2023: 64% • Tk-8 Average in 2023: 65% • 9-12 Average in 2023: 60%	• Gather enrollment and exit data to inform program development and to improve retention	• +5% student retention in all grades annually, across all metrics

Key Strategies Based on Communication and Engagement Findings

The following actions, evidence and outcomes have been developed to close the gap between current circumstances and findings and aspirations for improved Engagement.

Specific Actions	Evidence of Implementation	Expected Measurable Student-Focused Outcomes
Create a common way to capture and analyze MTSS program and progress data	• Reduced Tier 2 and 3 referrals • Increased retention and stability rates • MTSS data collected and analyzed	• Improve Stability rates; Improve retention • Decrease exits due to “engagement”
Develop a Communication Plan including assessing how current methods are working	• Email Newsletters, postings shared; social media; and text options • Develop a communication calendar and plan • Collect data regarding family communication preferences	• Improve program development; Improve retention of families/students • Improve community relationships and engagement as measured by attendance and/or survey participation rates
Create a Comprehensive participation and Engagement Survey Plan to inform program development	• Track program attendance and subgroup data • Develop a method for participation survey data and analyze results	• Improve equitable access and engagement for the varied enrichment programs • Improve program development based on feedback

Appendix

WASC Teams and Focus Groups: [LINK](#)

Horizon Ethnic Diversity Index (Ed Data)

Horizon Ethnic Diversity Index, [LINK](#)

California School Dashboard performance indicators

- [December Dashboard Presentation, LCAP](#)
- [2022 - 2023](#)
- [2021 - 2022](#)
- [2020 - 2021](#) COVID-19, limited data
- [2019 - 2020](#) COVID-19, limited data
- [2018 - 2019](#)
- [2017 - 2018](#)

School accountability report card (SARC)

- [2022 - 2023](#)
- [2021 - 2022](#)
- [2020 - 2021](#)
- [2019 - 2020](#)
- [2018 - 2019](#)
- [2017 - 2018](#)

HCS Local Control and Accountability Plan (LCAP)

[LCAP Presentation, 2023-2024](#)

[Local Control Accountability Plan \(LCAP\) - Governing Board - Horizon Charter Schools](#)

[Local Performance Indicator Self-Reflection](#)

Fiscal and Operations Policy Handbook

[Fiscal and Operations Policy Handbook](#)

Organizational Chart

[2023 August](#)

Governance Handbook and Meetings

[12/21/23 Draft Governance Handbook 2023](#)

[Governing Board Meetings](#)

In addition, minutes of Board Meetings:

[GOVN. BOARD MEETING Agenda Current on Website - Google Docs](#)

- December 2021: [Regular Board Meeting](#)
- March 2021: [Regular Board Meeting](#)
- January 2021: [Regular Board Meeting](#)
- May 2020: [Regular Board Meeting](#)
- February 2020: [Regular Board Meeting](#)
- May 2019: [Regular Board Meeting](#)

- March 2019: [Regular Board Meeting](#)
- January 2019: [Regular Board Meeting](#)

Reference Materials, Manuals, Handbooks and Procedures

- [Employee Handbook](#)
- IT Help Center https://1to1plus.com/login/Horizon_Charter_CA
- School Calendar located at the School Hub for Families and Staff
 - [Family Hub](#)
 - [Staff Hub](#)
 - [Website Event Calendar](#)

Results of Staff/Teacher Surveys about HC Schools and Culture Building [Culture Building - Tom Hierck - November 13, 2023](#)

Results of Student Surveys, Parent/Community Questionnaire/Surveys **HS perception of classes and curriculum**

- 21.22 Horizon High School Survey: [LINK](#)
- 21.22 Parent Survey [LINK](#)

Student's Testimonial about VLI and ODL Courses:

 [IMG_2680.MOV](#)

Master schedules

- 23.24 Master Schedule, High School: [LINK](#)
- 23.24 High School Course Plan: [LINK](#)
- 23.24 Middle School Blended Learning Schedule: [LINK](#)
- 23.24 Elementary Schedules: [LINK](#)

Course Catalog and UC Approved A–G Course List

- 23.24 High School Catalog: [LINK](#)

Additional details of school programs: schedules, course lists, etc.

- High School Course Catalog: [LINK](#)
- TK - 12 Program Guides: [LINK](#)

CTE Pathways and Courses

- HCS CTE Pathways: [LINK](#)

Glossary

Glossary of terms unique to the school

- HCS: Horizon Charter Schools
- UCOP (University of California | Office of The President)
- AGG: Annual Growth Goal
- LCAP: Local Control and Accountability Plan
- ASCA: American School Counselor Association
- WPUUSD: Western Placer Unified School District
- GTHA: Gifted, Talented, and High Achieving
- C&I: Curriculum and Instruction
- TOSA : Teacher on Special Assignment
- HQT: Highly Qualified Teachers
- ST: Supervising Teachers
- VLI: Virtual Learning Instruction
- ODL: On Demand Learning
- ELD: English Language Development
- ELPAC: English Language Proficiency Assessment for California
- DELAC: Charter English Learner Advisory Committee
- DEI: Diversity, Equality and Inclusion
- UDL: Universal Design for Learning
- EGG: Educational Effectiveness Grant
- CAN: Community Advisory Network
- ILT: Instructional Leaders Team
- CRC: Curriculum Resource Center
- MTSS: Multi-Tiered Systems of Support
- GTHA: Gifted and Talented Achievement [GTA Information Brochure](#)

Display of Exhibits / Evidence

Horizon Charter Schools Intro-Video

[Horizon Charter Schools](#)

School Calendar

Calendar of Events for Families and Students

[2023/24 Events Calendar: Family Hub](#)

Community Events Across Sacramento Metropolitan Areas

<https://sites.google.com/hcs.k12.ca.us/summerevents2023/home>

[School Calendar – Student and Family Resources – Horizon Charter Schools](#)

Middle School: [Signature Events Planning- Middle School](#)

Elementary Academy: [23-24 Elementary Academy Master Calendar](#)

Educational Options

School Calendar – Student and Family Resources – Horizon Charter Schools

- 2023 - 2024 Course List [23.24 COURSE LIST Quick Guide Draft](#)
- 2023-2024 HS Course Catalog [23.24 High School Course Catalog Final.pdf](#)
- 2023-2024 Student-Parent Handbook [2023-24 Student-Parent Handbook.docx](#)

Sample of Attendance: VLI and ODL HS Classes: [Link](#)

Sample of Curriculum, Instruction, and Professional Learning for HCS Teachers

- [21/22 August 09 Curriculum Training](#)
- [21/22 August 11 Curriculum Training](#)
- [21/22 Monthly Curriculum and Intervention Training and Support PLC, Agenda](#)
- [21/22 PLC PDs embedded training](#)
- [21/22 Math Talks Training by PCOE](#)
- [21/22 CSUS Math Project](#)
- [20/21 C&I Tchr Updates](#)

English Learners/ ELD Programs

- [20/21 ELD Programs](#)
- [21/22 ELD Programs](#)

Instructional Modalities and Options: VLI vs ODL, Blended and Alternative Home Study [Link](#)

Sample Classroom Instruction: Class Recordings

- [High School, 2023/24: Science Lab Recordings](#)
- High School, 2023/24: Math Recordings [Sample Math Recording](#)
- High School: Chemistry Lab Sample: [LINK](#)
- High School: Chemistry Lab Sample: [LINK](#)
- [Sample Middle School Blended Learning Math Video](#)
- MS Class Videos: [LINKs](#)
- ELA: 8th Grade [8th](#)
- ELA, Math, Social Studies and Blended: [Sample MS Blended Learning Math Video](#)
- [ODL Sample Lessons: Support Learning for ELA & MATH - K -2 G](#)
- [Class sample of G1: Video of Grade 1 Pals](#)

Guidance Newsletters, Announcements and Updates

- [Guidance Newsletters Archive-2017/2018-2020/2021](#)
- [Guidance Updates, 2021-22](#)
- [Guidance Staff Updates, 9-12 Academy](#)
- [Guidance Staff Updates, 6-8 Academy](#)

Comprehensive Coordinated Early Intervening Services (CCES) [LINK](#)

Samples of PLC Meetings

PLC Academy Grades 3 -5

3-5 Curriculum Course and Sequence and Pacing Guide [LINK](#)

3-5 Interventions: [LINK](#)

PLC High School

PLC HS Learning Period Meeting: [LINK](#)

[HS ST PLC Spring Agenda](#)

New CTE Pathways 2021-2022: [LINK](#)

[High School Running PLC Agenda](#)

[ELA High School Running PLC Agenda](#)

[High School Science Running PLC Agenda](#)

[High School History Running PLC Agenda](#)

[VAPA/WL High School Running PLC Agenda](#)

[HS ST PLC Fall Agenda](#)

Sample of Intervention: High School

- HCS Progressive Eval form - Google Docs [LINK](#)

Surveys: High School perception of classes and curriculum

- 21.22 Horizon High School Survey
[21.22 Parent LCAP Survey Results](#)
- 2020 Survey VLI classes [2020 VLI Feedback](#)
About Virtual Learning in Google Forms: [LINK](#)

High School Students Presentations: [High School Science Presentation](#)

Students Testimonial in Recordings

- Hannah Baash, G9 [VLI vs ODL & Schedule](#)
- Allie Penner, G10, [VIDEO: Student explanation of High School's VLI and ODL.](#)
- Angelina McClung, alumna, [LINK](#)
- Tarang Sharma, alumna, Emphasizing HCS Courses & Dual Enrollment [dual enrollment](#)

