



Horizon Charter School

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Western Placer Unified - Horizon Charter School

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School Description

Executive Summary – School Accountability Report Card (SARC)

Welcome to the School Accountability Report Card (SARC) for Horizon Charter Schools!

The contents of this accountability document fulfills state and federal disclosure requirements. Parents and community members will find valuable information about Horizon's academic achievement; student performance and progress (standardized testing); professional staff qualifications and staff development; parent involvement, school climate and pupil engagement.

Horizon Charter School (HCS) is a Transitional Kindergarten through twelfth grade (TK-12), non-classroom based independent study charter, sponsored by Western Placer Unified School District. Proudly serving students since 1993, Horizon holds status as California's fifteen (15th) admitted charter school.

Mission Statement

The mission and focus of "Quality Education through Personalized Learning" is the cornerstone of all education service delivery at Horizon Charter Schools, allowing students the opportunity to pursue a wide variety of learning choices and modalities. Parent-driven education is guided by professional teaching and administrative staff. Horizon students are well-prepared for the challenges of the 21st century.

School Profile

Horizon Charter School (HCS) is based in Lincoln, California, offering educational services to over 2000 students throughout six counties: Placer, Nevada, Sutter, Yuba, Sacramento and El Dorado.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	115
Grade 1	86
Grade 2	90
Grade 3	94
Grade 4	83
Grade 5	111
Grade 6	116
Grade 7	107
Grade 8	118
Grade 9	94
Grade 10	134
Grade 11	155
Grade 12	152
Total Enrollment	1,455

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.4
Asian	2.1
Filipino	1.4
Hispanic or Latino	15.7
Native Hawaiian or Pacific Islander	0.6
White	62.9
Socioeconomically Disadvantaged	47.6
English Learners	4.1
Students with Disabilities	12.2
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Horizon Charter School	16-17	17-18	18-19
With Full Credential	111	108	119
Without Full Credential	4	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified - Horizon Charter	16-17	17-18	18-19
With Full Credential	◆	◆	119
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Horizon Charter School	16-17	17-18	18-19
Teachers of English Learners	3	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	2	1

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

New ELA Curriculum aligning to November 2015 State Adoption is currently being used in Grades K-8.

Designated ELD curriculum and instruction is provided for all ELs. In grades 4-12 ELD is provided through a web-based program called ESL Reading Smart. For grades K-3 ELD is provided through a web-based program called Reading Eggs.

History/Social Science Materials were state approved November 2017 and will be evaluated in spring 2019 for pilot in 2019-2020. High School Social Studies texts are 2016 editions for all courses.

Science Materials will be state approved November 2018 and will be evaluated in 2019-2020 for pilot in 2020-21.

Supplemental standards-based math and reading curriculum and instruction is provided to all K-12 students through the web-based program i-Ready.

All K-11 students complete a diagnostic assessment in math and reading at the beginning and end of each school year.

Textbooks and Instructional Materials	
Year and month in which data were collected: 2018 August	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5: Benchmark Advance 2017, 2015 State Adoption 6-9: Pearson My Perspectives / 2016, 2015 State Adoption 10-12: Pearson Literature for California / 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8: California Go Math!, Houghton Mifflin / 2015 9-12: Big Ideas, Algebra 1, Geometry, Algebra 2 / 2015 9-12: PreCalculus, FLVS / 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-5: California Science, Macmillan McGraw-Hill / 2008 6: California Earth Science, Holt / 2007 7: California Life Science, Holt / 2007 8: California Physical Science, Holt / 2007 9-12: Earth Science, Pearson Prentice Hall CA / 2006 9-12: Biology, Pearson Prentice Hall CA / 2007 9-12: Physical Science: Concepts in Action, Pearson Prentice Hall / 2009 9-12: Chemistry, Holt California / 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5: California Vistas, Macmillan McGraw-Hill/ 2007 6: Discovering Our Past, Ancient Civilizations, Glencoe/ 2006 7: Discovering Our Past, Medieval and Early Modern Times, Glencoe/ 2006 8: Discovering Our Past, The American Journey, Glencoe/ 2006 9-12: World History: Modern Times, Glencoe CA/ 2006 9-12: U.S. History, Reconstruction to the Present, Pearson / 2016 9-12: American Government, Magruder / 2016 9-12: Economics, Pearson / 2016 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Foreign Language	9-12: Spanish: Realidades 1, Pearson Prentice Hall/2005 9-12: Spanish: Realidades 2, Pearson Prentice Hall/2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	9-12: uses in-house course or eDynamic online course The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	9-12: Art Introduction: students research topics, artists, and art examples using Internet and local library services. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Horizon Charter Schools (HCS) is an Independent Study based educational program and therefore does not maintain traditional school district site facilities. nor is it required to complete the FIT report. HCS does maintain Learning Centers in Roseville and Lincoln. All of the Learning Center sites are lease only facilities and the underlying rental agreements require the lessors to maintain the facilities in proper condition for the programs maintained at those facilities.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: N/A		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	41.0	43.0	54.0	55.0	48.0	50.0
Math	24.0	23.0	39.0	43.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.5	20.4	10.2
7	22.8	15.8	10.5
9	21.8	34.5	7.3

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	853	786	92.15	43.11
Male	412	378	91.75	39.83
Female	441	408	92.52	46.09
Black or African American	21	19	90.48	26.67
American Indian or Alaska Native	--	--	--	--
Asian	16	14	87.50	50.00
Filipino	15	15	100.00	46.67
Hispanic or Latino	127	116	91.34	36.70
Native Hawaiian or Pacific Islander	--	--	--	--
White	517	475	91.88	45.27
Two or More Races	127	120	94.49	36.36
Socioeconomically Disadvantaged	410	379	92.44	30.90
English Learners	48	48	100.00	22.92
Students with Disabilities	106	95	89.62	18.82
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	854	786	92.04	23.11
Male	413	375	90.8	24.78
Female	441	411	93.2	21.61
Black or African American	21	19	90.48	6.67
American Indian or Alaska Native	--	--	--	--
Asian	16	15	93.75	26.67
Filipino	15	15	100	26.67
Hispanic or Latino	128	116	90.63	16.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	517	474	91.68	25
Two or More Races	127	119	93.7	19.27
Socioeconomically Disadvantaged	410	379	92.44	13.11
English Learners	48	48	100	8.33
Students with Disabilities	107	96	89.72	12.2
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

With parents serving as the primary facilitator of their child's education, parents work very closely with their Supervising Teacher and other school staff in the development and implementation of their child's personalized learning plan. Parents oversee the daily engagement of their child's learning and are an integral part of the student's success. Workshops are provided monthly by the Parent Educator to help parents improve their teaching skills and strengthen teaching strategies. New families are encouraged to participate in the New Parent Orientation.

Parents have many additional opportunities for involvement in our school. These activities include: participation in parent guided field trips, regional events, LCAP, WASC and ELAC committees, Parent Education Nights, professional development opportunities, College and Career Fairs, College Readiness Workshops, 8th grade high school orientation, student recognition events, parent representatives on the School Board. Family meet-up events for families are facilitated by school staff to provide networking opportunities for parents and a Parent Planning Group meets regularly to brainstorm ideas for new events to encourage parent involvement. Parents interested in additional opportunities for involvement are encouraged to share their ideas with HCS staff.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Horizon Charter Schools (HCS) School Safety Plan is reviewed annually. A designated Administrative team provides communications to the entire HCS staff regarding any and all applicable changes to the School Safety Plan.

All facilities that provide student services or house school employees are equipped with written and accessible “Readiness and Emergency Plans”, including classroom and schoolwide crisis response protocols. The school employs Psychologists and Counselors to provide preventative trainings and to provide support in the event of a crisis incident. The Governing Board recognizes that students have the right to a safe and secure school environment, free from physical and psychological harm. Policies have been adopted to maximize school safety, addressing the areas of: Student Conduct, Tactical Response to criminal incidents, and Zero Tolerance around the use of controlled substances. In its commitment to provide a safe and healthful work environment, the Governing Board requires staff training in the areas of Mandated Reporting, Universal Precautions for Bloodborne Pathogens, Sexual Harassment, and Suicide Prevention.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.3	0.4	0.3
Expulsions Rate	0.0	0.0	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	2.4	1.9
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	3
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	11
Other	0
Average Number of Students per Staff Member	
Academic Counselor	218

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	2.0	2.0	3.0	261	318	326			2			
Mathematics	2.0	2.0	2.0	231	288	303		1				
Science	2.0	2.0	2.0	211	293	332						
Social Science	2.0	2.0	2.0	214	280	291			3			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

This section reports from oldest year to newest.

For 2016-2017, 3 professional development/in-service days for teachers were calendared in addition to monthly staff meeting time. The Horizon Charter Schools (Horizon Charter School and Partnerships for Student-Centered Learning) professional development plan was similarly aligned to LCAP goals, Charter Authorizations, WASC Action Plans, and other guiding documents. The plan was created by referring to these documents, analyzing i-Ready, CAASPP, and student work sample data, and requesting stakeholder input to determine the focus areas for professional development for 2016-2017 as well as by looking back at past professional development to ensure that initiatives were continued and supported. For example, math professional development is a continued initiative where professional support is offered through instructional coaching and parent training opportunities.

The 2016-2017 PD plan focused on:

1. Math: continuing professional development and coaching for the new California Common Core State Standards for Mathematics
 - Math Coach 30% FTE trains and supports teachers in implementing math standards through large and small group training, individual and team coaching
 - August 30, 2016 Director of C&I provides Roseville Site Teacher training for GoMath! curriculum grades K-6
 - September 16, 2016 Director of C&I provides Roseville Site Teacher training for GoMath! curriculum grades 7-8
 - September 22, 23, 27, 29, 2016 Parent Educator provides Math Support & Instructional Strategies training to parents: using manipulatives, whiteboards, and word problem solving
 - March 14, 2017 Math Coach provides curriculum and standards training for High School teachers
 - March-April 2017 Parent Educator provides training to parents in modeling and writing in Math
2. English Language Arts: continuing focused professional development with the California Common Core State Standards for English Language Arts Standards & Literacy in History/ Social Studies, Science, and Technical Subjects with an emphasis on Close Reading and Writing
 - August 9, 2016 Inservice: Director of C&I provides Writing standards review and scoring samples
 - October 23, 2016 online Inservice Director of C&I provides Close Reading online training
 - December 15-21, 2016 ST Meetings: Regional Administrators provide Close reading strategies and supports continued, how to collect samples
 - March 14, 2017 Inservice Director of C&I provides Writing Collaborative Scoring

Professional Development was also provided for parents by the newly hired Parent Educator on the following ELA topics:

- October 2016 Parent Educator training: Writing Arguments,
- November 2016 Parent Educator training: Close Reading Make it & Take It,
- January 2017 Parent Educator Training: project-based learning & writing,
- Feb-March/2017 Parent Educator training: using rubrics to score writing

In addition an ELA Coach was funded at .15 FTE. ELA Coach trains and supports teachers in implementing ELA standards through one-on-one coaching.

3. English Language Development: continuing professional development with the California English Language Development Standards
 - August 2016: Certificated Staff Inservice: ELD COordinator provides internal professional development on ELD standards and how to increase the quality and effectiveness of ELD instruction
 - August 29-September 2, 2016 ST Meetings: Regional Administrators provide training in how to identify EL students and an create EL roster
 - September 20-& 21, 2016: Edmentum company trainers trained administrators & teachers by webinar in the implementation of new online ELD program ESL Reading Smart.
 - September 26-30, 2016 ST Meetings: Regional Administrators check in on teacher training status with ESL Reading Smart, username & password given to all EL students, ELAC
 - November 2016, December 2016, January 2017 ST Meetings: Regional Administrators train teachers in monitoring & reporting of EL student progress, process, and monitoring
 - January 24-27, 2017 ST Meetings: Regional Administrators lead a review of CELDT data to determine who has gained a level and who is stagnant
 - May 1, 2017 ST Meetings: Regional Administrators provide ESL Reading Smart progress monitoring & reclassification process training
4. MTSS: Multi-Tiered Systems of Support is a schoolwide system of behavioral, academic, and other supports which are put in place to ensure students meet or exceed grade level standards. Horizon has revised its model and processes to align with state guidelines. Teachers were trained in shifts at state level as well as revisions to local practices and procedures.
 - August 9, 2016 Inservice: Chief Academic Officer provided an overview of HCS MTSS, i-Ready guideline review, RtI academic intervention options
 - August 29-September 2, 2016 ST Meetings: Regional Administrators provide RtI process/flow chart overview, new ILP training
 - September 26-30, 2016 ST Meetings: Director of C&I provides SST Process training, RtI intervention review Tier 1 & 2, Tier 3 Pilot introduction
 - October 19, 2016 Online Inservice: MTSS Coordinator provides behavioral interventions, how to apply 504/IEP accommodations
 - October 24-28, 2016 ST Meetings: ELD Coordinator provides Tier 3 Intervention Pilot process & procedure
 - March 21-24, 2017 ST Meetings: Regional Administrators facilitate MTSS feedback on ILP, Tier 3, SST Process

In addition, new teachers receive training and supportive coaching through the PCOE Teacher Induction program (formerly known as BTSA) as well as specialized training provided by Regional Administrators.

For 2017-2018, the Horizon Charter Schools (Horizon Charter School and Partnerships for Student-Centered Learning) professional development plan was developed using a process similar to previous years. The plan is aligned to LCAP goals, Charter Authorizations, WASC Action Plans, and other guiding documents. The plan was created by referring to these documents, analyzing i-Ready, CAASPP, and student work sample data such as the Writing Performance Assessment (WPA begun in 2016-2017), and requesting stakeholder input to determine the focus areas for professional development for 2017-2018. Additionally we reviewed past professional development to ensure that initiatives were continued and supported. For example, ELD professional development is a continued initiative where professional support is offered through publisher training, recorded webinars, and monthly follow-up training. Similar to the past 3 years, 3 paid inservice days were included in teacher calendars. This year the schedule was altered to minimize time away from students by hosting 2 PD days prior to the start of school and one at the end of February.

The 2017-2018 PD plan focuses on:

1. NGSS: Next Generation Science Standards

- August 8, 2017 Inservice: Introduction to Progressions
- February 27, 2018 Inservice:

2. Math: continuing professional development and coaching for the new California Common Core State Standards for Mathematics focusing on parents and teachers

- August 15 & 24, 2017, Roseville Learning Center and Lincoln Montessori teachers attend a Go Math! Flipped classroom training
- September 9, 2017 Math & Mindfulness Summit
- February 27, 2018

Professional Development was also provided for parents by the Parent Educator on the following Math topics:

- October 6, 13 & 18, 2017, Interactive Engagement Strategies to support math instruction
- January 24, 2018, Special Education Math Strategies for upper grade students
- February 2, 14 & 16, 2018, STEM: Hands-on activities to integrate math & science
- April 11, 13 & 20, 2018 Math Training for parents

In addition, a Math Coach was funded at .16 FTE. to support teachers with Math instructional strategies.

3. English Language Arts: continuing focused professional development with the California Common Core State Standards for English Language Arts Standards & Literacy in History/ Social Studies, Science, and Technical Subjects with an emphasis on Close Reading and Writing

- August 14, 2017, My Perspectives Overview Webinar
- August 21, 2017, Ready Gen Pilot Training Webinar
- September 21, 2017, Writing Process Training for LMCC & RLC
- October 17, 2017, Ready Gen Pilot Training Webinar
- November 3 & 13, 2017 WPA Grade Level Lead PD
- January 19, 2018 Benchmark Advanced Pilot materials Webinar

November 2017 Grade level lead teachers lead Writing Collaborative Scoring

Professional Development was also provided for parents by the Parent Educator on the following ELA topics:

- September 13, 15 & 20, 2017 Writing Arguments/Opinions, Analyzing Claims & Arguments
- October 25 & 27, 2017, Projects with a Twist
- January 17, 19 & 26, 2018 Writing: using rubrics to score writing and the writing process
- May 2018, Pop-ups, Puzzles, & Puppets: interactive literacy and math projects
- May 9, 2018, Family Book Making Night

In addition, an ELA Coach was funded at .26 FTE. ELA Coach trains and supports teachers in implementing ELA standards through one-on-one coaching. She also supports implementation of new curriculum in Grades 6-8.

4. English Language Development: continuing professional development with the California English Language Development Standards

- August 22, 2017 Reading Eggs publisher training webinar in the implementation of new online ELD program for grades K-3, recording posted on Hub
- August 2017 on ESL Reading Smart webinar available on-demand on Hub
- September 2017 through May 2018 ST Meetings: Regional Administrators train teachers in monitoring & reporting of EL student progress,

5. MTSS: Multi-Tiered Systems of Support is a schoolwide system of behavioral, academic, and other supports which are put in place to ensure students meet or exceed grade level standards. Horizon has revised its model and processes to align with state guidelines. Over the last few years, teachers have been trained in identification, intervention tools & strategies, and monitoring. The 2017-2018 school year builds upon this foundation.

- August 8 & 9, 2017 Inservice: ACA, UDL, and Dyslexia Overview training
- August 9, 2017 Inservice: Review of MTSS Process and Documentation
- September 2017 to May 2018 Regional Administrators lead monthly collaboration around MTSS

In addition, new teachers receive training and supportive coaching through the PCOE Teacher Induction program (formerly known as BTSAs) as well as specialized training provided by Regional Administrators.

6. 21st Century Skills: continuing Professional development of staff knowledge of 21st Century skills as well as planning to incorporate skills into classes and curriculum.

- August 8 & 9, 2018 Buzz Platform Training
- September 2017 to May 2018: Regional Administrators lead training in the skills, online resources, development of grade level projects, etc.

In addition Atomic Learning is available to teachers on-demand for any tech or 21st Century training needs.

For 2018-2019--the current school year--the Horizon Charter School professional development plan was developed using a process similar to previous years. The plan extends from LCAP goals, Charter Authorizations, WASC Action Plans, and other guiding documents. The plan was created by referring to these documents, analyzing i-Ready, CAASPP, and student work sample data such as the Writing Performance Assessment (WPA begun in 2016-2017), and by requesting stakeholder input to determine the focus areas for professional development. New curriculum and programs are carefully considered in planning. In addition past professional development was reviewed to ensure that initiatives were continued and supported. For example, ELD professional development is a continued initiative where professional support is offered through publisher training, recorded webinars, and monthly follow-up training.

Similar to the past 3 years, 3 paid inservice days were included in teacher calendars--one before school started in August, one at the end of October, and the final one at the end of January. In addition, time is set aside at monthly staff meetings for ongoing professional development. Whenever possible, on-demand learning is utilized.

The 2018-2019 PD plan focuses on:

1. Educlimber: a new data tool

- Welcome Webinar for Administrators: July 9, 2018
- Online Learning Modules for Administrators: July-September 2018
- Bootcamp Online Modules for Administrators: September-November 2018

2. English Language Arts: continuing focused professional development with the California Common Core State Standards for English Language Arts Standards & Literacy in History/ Social Studies, Science, and Technical Subjects with an emphasis on Close Reading and Writing

- available summer 2018, Benchmark Advance Publisher recorded webinar
- August 17, 2018, Benchmark Advance Live Webinar for STs
- August 17, 2018, Benchmark Advance Live Webinar for parents
- August 2018, Benchmark Advance training videos (4) created and posted to Hub
- September 6, 2018: Benchmark Advance training for Roseville Learning Center teachers
- September 24, 2018, Benchmark Advance live webinar on Online Usage Training for parents and teachers
- October 2018, WPA Grade Level Lead PD offerings
- October 25, 2018, WPA Collaborative Scoring
- October 25, 2018: Benchmark Advance Teacher training
- November 2018, Benchmark Advanced live webinar on Writing & Phonics for parents and teachers
- November 2018, Benchmark Advanced live webinar on Small Group/Just My Fit Learning for parents and teachers
- August 2018-May 2019: Weekly Curriculum Coffee dates to discuss Benchmark Advance, answer questions, etc.
- November 2018-May 2019: Curriculum Support Teachers provide support, on-demand training, blog

Professional Development was also provided for parents by the Parent Educator on the following ELA topics:

- September 12, 18, 19, 21, 2018: Using Nonfiction to Dig Deeper
- September 10, 2018: Creating Lapbooks for Unit Study for Special Education teachers
- October 25 & 27, 2017, Projects with a Twist
- January 17, 19 & 26, 2018 Writing: using rubrics to score writing and the writing process
- May 2018, Pop-ups, Puzzles, & Puppets: interactive literacy and math projects
- May 9, 2018, Family Book Making Night

3. Gifted and Talented: professional development provided by the Parent Educator to support parents and teachers
 - October 17, 19, & 22, 2018: Strategies to Support Gifted and Talented Students
4. Math: continuing professional development for the California Common Core State Standards for Mathematics focusing on parents through the Parent Educator and Director of Curriculum & Instruction on the following Math topics:
 - August 9, 2018: Special Education Teacher training on may intervention and supports K-12
 - October 8, 10 & 12, 2018: Interactive Engagement Strategies to support math instruction
 - January 2019: Special Education Math Strategies for upper grade students
 - January 2019: STEAM Hands-On Activities to integrate math & science
 - March 2019: See Math Come Alive!
5. English Language Development: continuing professional development with the California English Language Development Standards
 - August 2018: Reading Eggs recorded training webinar in the implementation of online ELD program for grades K-3, available on-demand
 - August 2018: ESL Reading Smart training webinar available on-demand
 - September 2018 through May 2019: ST Meetings: Regional Administrators train teachers in monitoring & reporting of EL student progress, ELPAC score reading, redesignation criteria
6. MTSS: Multi-Tiered Systems of Support is a schoolwide system of behavioral, academic, and other supports which are put in place to ensure students meet or exceed grade level standards. Horizon has revised its model and processes to align with state guidelines. Over the last few years, teachers have been trained in identification, intervention tools & strategies, and monitoring.
 - August 30, 2018 Staff Meetings: how to identify students for intervention, updating ILPs
 - September 2018 to May 2019 Regional Administrators lead monthly collaboration around MTSS
7. 21st Century Skills: continuing Professional development of staff knowledge of 21st Century skills as well as planning to incorporate skills into classes and curriculum.
8. New Teacher Cohort: LCAP identified the need to provide extra time and training for new Supervising Teachers, as a result, the New Teacher Cohort was created.
 - August 2018-May 2019 New teachers receive training monthly for 3 additional hours

In addition, new teachers receive training and supportive coaching through the PCOE Teacher Induction program (formerly known as BTSA) as well as specialized training provided by Regional Administrators.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,518	\$47,547
Mid-Range Teacher Salary	\$70,300	\$74,775
Highest Teacher Salary	\$92,445	\$93,651
Average Principal Salary (ES)	\$107,814	\$116,377
Average Principal Salary (MS)	\$111,757	\$122,978
Average Principal Salary (HS)	\$126,014	\$135,565
Superintendent Salary	\$186,983	\$222,853
Percent of District Budget		
Teacher Salaries	37.0	35.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Horizon Educational Services are funded by State resources that include the Local Control Funding Formula (LCFF). The LCFF is used to address the 8 State Priorities for All students. Horizon's Local Control Accountability Plan (LCAP) outlines 5 goals that address the above mentioned State Priorities. The LCAP focuses on increasing academic performance in English Language Arts, Mathematics, Preparing students for College and Career, Increasing student access to Technology and proficiency in 21st Century Skills and Increasing success, safety, and health by strengthening family and community engagement. These goals are supported by actions that are carried out annually and continuously.

Instructional materials, staff development, TK-12 core and enrichment curriculum and courses, Career Technical Education (CTE), Special Education, Counseling Services (Academic and Career), Access to Technology devices and programs, English Learner Development programming, Specialized services to support Foster Youth (FY) and Socio- Economically Disadvantaged students (SED), Intervention/Instructional Support, Staff Professional Development and Parent Education are all among the types of services funded.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8,885.76	1,020.87	7,864.88	72,542.17
District	◆	◆		\$76,175
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District				-4.9
Percent Difference: School Site/ State				-37.9
				-5.3

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Horizon Charter School	2014-15	2015-16	2016-17
Dropout Rate	13.5	19.1	21.8
Graduation Rate	59.5	66.2	60.9
Western Placer Unified - Horizon	2014-15	2015-16	2016-17
Dropout Rate	6.1	6.1	10.8
Graduation Rate	88.5	87.5	75.7
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	156
% of pupils completing a CTE program and earning a high school diploma	1
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	6

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	9.8
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	9.4

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	♦
English	3	♦
Fine and Performing Arts	1	♦
Foreign Language	0	♦
Mathematics	3	♦
Science	0	♦
Social Science	3	♦
All courses	12	.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	80.2	84.6	88.7
Black or African American	71.4	84.6	82.2
American Indian or Alaska Native	100.0	71.4	82.8
Asian	100.0	100.0	94.9
Filipino	0.0	94.4	93.5
Hispanic or Latino	70.6	80.2	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	80.5	87.2	92.1
Two or More Races	80.0	75.0	91.2
Socioeconomically Disadvantaged	72.0	80.9	88.6
English Learners	100.0	60.5	56.7
Students with Disabilities	77.8	71.3	67.1
Foster Youth	0.0	75.0	74.1

Career Technical Education Programs

Horizon offers 5 CTE Pathways each comprised of a 4 course sequence, including aligned participation activities designed to help students connect learned knowledge with the real world of work in their selected career focus. Students may select from an additional 14 stand-alone CTE Electives and are required to complete a career focused senior project. Students are also afforded access to valid CTE courses through regional county CTE programs.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.