



Horizon Charter School

2800 Nicolaus Rd., Ste. #100 • Lincoln, CA 95648-1757 • (916) 408-5200 • Grades K-12
Cynthia Wood, EdD, Superintendent / CEO, Principal
cwood@hcs.k12.ca.us
www.horizoncharterschools.org

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Western Placer Unified - Horizon Charter School

2800 Nicolaus Rd. Ste. #100
Lincoln
916-408-5200

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District Governing Board

Joe Dutra, Education
Representative

Alexis Spiva, Parent Representative

Elaine Palmer, Parent
Representative

Thomas Cascaddan, Parent
Representative

District Administration

Cynthia Wood, EdD,
Superintendent/CEO
Superintendent

Kelly Collins
**Assistant Superintendent
Educational Services/CAO**

Terri McGill
**Assistant Superintendent
Administrative Services/COO**

Yvonne Allen
**Interim Assistant Superintendent
Business Services/Interim CBO**

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.

Career Technical Education Programs

Horizon offers 7 CTE Pathways each comprised of a 4 course sequence, including aligned participation activities that are designed to help students connect their learned knowledge with the real world of work in their selected career focus. Students may also select from an additional 25 stand-alone CTE Electives, are required to complete a career focused senior project, and are afforded access to valid CTE courses offered directly through regional county CTE programs. HCS does not have a CTE advisory committee at this time, but partners with local businesses to develop aligned participation opportunities for students.

Our Career Technical Education Pathways are facilitated online by highly qualified instructors and cover 7 different industry sectors, including courses in:

- Business Management
- Education & Child Development
- Engineering Technology
- Food Service & Hospitality
- Media Arts
- Public & Community Health
- Web & Social Media Design

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.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	148
Grade 1	125
Grade 2	121
Grade 3	110
Grade 4	123
Grade 5	104
Grade 6	143
Grade 7	172
Grade 8	163
Grade 9	132
Grade 10	186
Grade 11	232
Grade 12	273
Total Enrollment	2,032

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.3
Asian	2.1
Filipino	1.2
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	0.6
White	59.5
Two or More Races	11.1
Socioeconomically Disadvantaged	45.3
English Learners	4.3
Students with Disabilities	16.4
Foster Youth	0.3
Homeless	2.7

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 for Horizon Charter School	17-18	18-19	19-20
With Full Credential	108	119	116
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	116
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Horizon Charter School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	1	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 2019-20)

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 from the state-approved list are being piloted in 2019-2020. High School Social Studies texts are 2016 editions for all courses.

Science Materials from the state approved November 2018 list 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-9 students through the web-based program i-Ready.

All K-9 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: 2019 August

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5: Benchmark Advance 2017, 2015 State Adoption 6-10: Pearson My Perspectives / 2016, 2015 State Adoption 11-12: 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: No 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: The Modern Era, Prentice-Hall / 2016 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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science Laboratory Equipment	Students are provided with appropriate Lab Kits and all Lab equipment is regularly maintained. 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 non-classroom 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. Each site maintains a Site Safety Plan.

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	43	44	55	57	50	50
Math	23	20	43	45	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.4	16.9	7.7
7	25.6	22.1	14.0
9	14.6	29.2	12.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Horizon Charter Schools is dedicated to the continuous and ongoing professional development of all staff. As an independent study/ home-study school we train parent educators as well. Each year a professional development plan is created and shared with all stakeholders. The plan outlines training for all staff and parent educators. It is determined by LCAP goals, Charter Authorizations, WASC Action Plans, accessible data, and other guiding documents. The plan is updated annually by referring to these documents, analyzing i-Ready data, CAASPP data, and student work sample data such as the Writing Performance Assessment and by requesting stakeholder input to determine the focus areas for professional development. New curriculum and programs are carefully considered in professional development planning as well. In addition, past professional development is reviewed to ensure that initiatives are continued and supported. Professional development requests are reviewed and incorporated where determined relevant.

Horizon is committed to providing relevant professional development to all staff. Certificated staff has 3 paid in-service days and monthly staff meetings where professional development is provided in whole-group and small-group settings. In addition, 1-1 and small group support is provided as needed, either in-person or virtually. A cohort of new teachers receives in-depth training and personalized support over a 2 year period to ensure success in their position. Classified professional development is provided at an annual in-service and as needed individually and by department. When launching new programs or initiatives, Horizon ensures leads are identified and trained, and then they train others. Parent educators are supported in several ways; the parent liaison, monthly meetings with teachers, virtual training, webinars, and in-person training. Horizon teachers, mentors, and Parent Liaison also partner with parents to establish networks and collaborative communities where best practices can be developed and shared.

Providing high-quality, relevant professional development is a commitment Horizon has made to all staff. Training is provided by outside experts, internal experts, virtual programs, and collaborative coaching. Administrators, mentors, and department heads support teachers with a variety of professional development and collaboration opportunities focused on supporting student learning.

Over the past 3 years, professional development has included: California state standards (History, NGSS, ELD), MTSS, Acellus, Coaching, and SEL among others. Horizon provides training for all recommended curriculum and in technology used by all, such as Google docs and Zoom. Additionally, Horizon ensures that current state standards are regularly the focus of professional development to form a firm educational foundation for teachers.

**School Year 2018-19 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	1174	1121	95.49	44.00
Male	574	548	95.47	39.96
Female	600	573	95.50	47.95
Black or African American	40	39	97.50	17.14
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	83.33
Filipino	13	13	100.00	61.54
Hispanic or Latino	233	224	96.14	36.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	703	668	95.02	47.91
Two or More Races	133	126	94.74	37.39
Socioeconomically Disadvantaged	560	529	94.46	37.26
English Learners	60	59	98.33	28.57
Students with Disabilities	186	177	95.16	9.79
Foster Youth	--	--	--	--
Homeless	31	27	87.10	12.90

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 2018-19 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	1174	1117	95.14	19.58
Male	574	547	95.30	21.76
Female	600	570	95.00	17.43
Black or African American	40	38	95.00	3.03
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	58.33
Filipino	13	12	92.31	25.00
Hispanic or Latino	233	225	96.57	9.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	703	666	94.74	23.15
Two or More Races	133	125	93.98	20.00
Socioeconomically Disadvantaged	560	527	94.11	12.37
English Learners	60	58	96.67	20.00
Students with Disabilities	186	176	94.62	8.21
Foster Youth	--	--	--	--
Homeless	31	26	83.87	16.13

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 2019-20)

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 and are welcomed to Horizon with direct contact from both an Administrator, the Parent Liaison, and, for high school, an additional Guidance Counselor welcome letter. Parent Workshops are provided throughout the school year to help parents improve their teaching skills and strengthen their teaching strategies. New families are encouraged to attend the New Parent Orientation and Parent Education Nights, and to participate in the other professional development opportunities.

Parents have many opportunities for involvement through our school program offerings, which include; parent guided field trips, regional student recognition events, College and Career Fair, College/Career Readiness Workshops, High School Orientation, and Vendor & Curriculum Fairs. Additionally, coordinated family meet-up events and school wide study trips are facilitated by school staff monthly to provide networking opportunities, while Parent Planning Groups meet regularly to brainstorm ideas for new events that will encourage parent involvement. Parents interested in additional opportunities for involvement with the school are encouraged to share their ideas with HCS staff, to complete our annual school surveys, and to consider participation on the LCAP / WASC Planning Teams or the ELAC, Community, or Parent Advisory Committees. Parents may also apply for a role as a Parent Representative on the Governing Board.

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 school wide 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, Bullying Prevention, Sexual Harassment, and Suicide Prevention.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.3	0.2
Expulsions Rate	0.0	0.1	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1354.7

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.4
Other	5.9

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	2	318			3	326	2		3	452	5	1
Mathematics	2	288	1		2	303			2	411	4	1
Science	2	293			2	332			2	444	2	2
Social Science	2	280			2	291	3		3	388	2	2

* 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,893	\$49,084
Mid-Range Teacher Salary	\$71,003	\$76,091
Highest Teacher Salary	\$93,595	\$95,728
Average Principal Salary (ES)	\$108,151	\$118,990
Average Principal Salary (MS)	\$115,051	\$125,674
Average Principal Salary (HS)	\$127,942	\$137,589
Superintendent Salary	\$189,844	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

* 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 those State Priorities. The LCAP goals are focused in the following areas:

- Increasing student academic performance in both English Language Arts and Mathematics
- Preparing students for College and Career
- Increasing student access to Technology and Proficiency in 21st Century Skills
- Increasing success, safety, and health by strengthening family and community engagement.

These goals are supported by actions that are carried out annually and continuously. The types of services that are funded include; 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Horizon Charter School	2015-16	2016-17	2017-18
Dropout Rate	19.1	21.8	12.3
Graduation Rate	66.2	60.9	63.8

Rate for Western Placer Unified -	2015-16	2016-17	2017-18
Dropout Rate	6.1	10.8	7.8
Graduation Rate	87.5	75.7	83.9

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8,620.43	981.68	7,638.75	78,018.41
District	N/A	N/A		\$78,395.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		-4.9
School Site/ State	-37.9	-5.3

Note: Cells with N/A values 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.

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	15.21
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	8.96

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	10	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	4	N/A
Science		N/A
Social Science	5	N/A
All courses	22	1.1

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

*Where there are student course enrollments of at least one student.