



Horizon Charter School

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

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Western Placer Unified - Horizon Charter School

2800 Nicolaus Rd. Ste. #100
Lincoln, CA 95648
916-408-5200
www.horizoncharterschools.org

District Governing Board

Joe Dutra

Board President

Alexis Spiva

Parent Representative

Elaine Palmer

Parent Representative

Jim Trimble

WPUSD Community Representative

Maria Nina Schwarz

Parent Representative

District Administration

Cynthia Wood, EdD,
Superintendent/CEO
Superintendent

Carin Contreras

Assistant Superintendent Educational Services/CAO

Jay Stewart

Interim Assistant Superintendent Business Services/Interim CBO

Roxanne Regules

Assistant Superintendents Administrative Services/COO

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.

School Profile:

Horizon Charter School (HCS) is based in Lincoln, California, offering educational services to over 2500 students throughout six counties: Placer, Nevada, Sutter, Yuba, Sacramento and El Dorado to prepare them for the challenges of the 21st. 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:

Ensure student success by providing flexible learning options and robust support to empower families throughout their educational journeys.

Vision Statement:

Prepare all TK-12 grade students to be life-long learners furthering their educational and/or career goals. We will partner with independent study families to provide robust support that ensure parents are equipped with the resources they need to teach their children so students;

- receive a quality education,
- meet all federal and state standards,
- have opportunities for socialization,
- have the ability to explore a variety of interests, and
- can follow their dreams.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	128
Grade 1	126
Grade 2	122
Grade 3	129
Grade 4	115
Grade 5	129
Grade 6	135
Grade 7	157
Grade 8	203
Grade 9	176
Grade 10	211
Grade 11	266
Grade 12	313
Total Enrollment	2,210

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.4
Asian	2
Filipino	1
Hispanic or Latino	21.8
Native Hawaiian or Pacific Islander	1.1
White	57.4
Two or More Races	10.2
Socioeconomically Disadvantaged	45
English Learners	4.8
Students with Disabilities	16.6
Foster Youth	0.2
Homeless	2.2

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	18-19	19-20	20-21
With Full Credential	119	116	141
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	♦	♦	141
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Horizon Charter School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	0

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 2020-21)

Math Curriculum aligning to the 2014 State Adoption is currently being used in Grades K-8.

ELA Curriculum aligning to the 2015 State Adoption is currently being used in Grades K-11. Grade 12 uses a 2010 curriculum.

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 curriculum from the 2018 state Adoption is currently being used in grades k-8. High School Social Studies texts are 2016 editions for all courses.

Science Materials from the state approved November 2018 list will be evaluated in 2020-21 for possible pilot in 21-22.

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: 2020 September

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>K-5: Benchmark Advance 2017, 2015 State Adoption 6-11: Pearson My Perspectives / 2016, 2015 State Adoption 12: Pearson Literature for California / 2010</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>K-8: California Go Math!, Houghton Mifflin / 2015 9-12: Big Ideas, Algebra 1, Geometry, Algebra 2 / 2015 9-12: PreCalculus, FLVS / 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>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</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>K-8: myWorld Interactive, Pearson / 2018 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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>9-12: Spanish: Realidades 1, Pearson Prentice Hall/2005 9-12: Spanish: Realidades 2, Pearson Prentice Hall/2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>9-12: uses in-house course or eDynamic online course</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>9-12: Art Introduction: students research topics, artists, and art examples using Internet and local library services.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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. Virtual labs are currently in use. 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	44	N/A	57	N/A	50	N/A
Math	20	N/A	45	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	23	N/A	35	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 a Guidance Counselor welcome letter for all high school students. 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 Events, 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/Career Readiness Workshops, High School Orientation. Additionally, coordinated virtual Study Trips provide networking opportunities, while Parent Planning Groups communicate 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 (School Year 2020-2021)

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/building, school wide crisis response protocols, and any necessary PPE. The school employs Psychologists and Counselors to provide preventive 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 Blood borne Pathogens, Bullying Prevention, Sexual Harassment, and Suicide Prevention.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.3	0.2	1.9	2.1	3.5	3.5
Expulsions	0.1	0.0	0.0	0.0	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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	1105

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	1

*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 (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K									5		12	
1									4	14		
2									3			10
3									3	20		
4									3	22		
5									2	258		
6									2	369		
Other**									8	399	9	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	3	326	2		3	452	5	1	3	492	1	3
Mathematics	2	303			2	411	4	1	2	423	3	
Science	2	332			2	444	2	2	3	440	1	2
Social Science	2	291	3		3	388	2	2	3	412	1	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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
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 by and shared with all stakeholders. The plan outlines training for all staff and parent educators. Plan development is informed 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 as well as initiatives 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 the 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 peers 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.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,082	\$49,782
Mid-Range Teacher Salary	\$71,358	\$76,851
Highest Teacher Salary	\$94,063	\$97,722
Average Principal Salary (ES)	\$110,406	\$121,304
Average Principal Salary (MS)	\$119,900	\$128,629
Average Principal Salary (HS)	\$127,942	\$141,235
Superintendent Salary	\$189,844	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
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/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9,164.45	1,661.92	7,502.58	73,938.46
District	N/A	N/A	7,502.58	\$79,810
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-5.9
School Site/ State	-0.1	-5.4

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

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), AG/AP courses, 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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Rate for Horizon Charter School	2016-17	2017-18	2018-19
Dropout Rate	21.8	12.3	7.4
Graduation Rate	60.9	63.8	72.7

Rate for Western Placer Unified -	2016-17	2017-18	2018-19
Dropout Rate	10.8	7.8	9.9
Graduation Rate	75.7	83.9	81.6

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	669
% of pupils completing a CTE program and earning a high school diploma	25
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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	35.71
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	7.33

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	4	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	4	N/A
Science		N/A
Social Science	6	N/A
All courses	23	8.1

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

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

Students at Horizon have the opportunity to complete the full sequence of UCOP approved A-G courses required for UC/CSU college admissions. Course offerings also include several College Board approved AP courses and our Guidance Counselors ensure all eligible students are provided the opportunity to participate in Dual Enrollment college courses.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.