Desert Sands Unified School District
Horizon School

Grades TK through 12
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2022-23 School Accountability Report Card
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2023-24
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Principal's Message

At Horizon School, our goal is to provide for the unique needs and academic activities of each student through an alternative approach to learning. The academic environment must allow students to meet state standards while progressing successfully towards the goal of high school graduation. Horizon School currently meets the UC system A-G requirement for coursework offered to high school students. Horizon provides independent studies in a virtual learning environment to all students in grades TK-12. Horizon also offers an opportunity program for students who need additional academic and behavior support.

This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

A special emphasis is placed on providing a blended learning environment where students have the benefit of face-to-face instruction with common core web-based curriculum. The blended learning approach is designed to increase subject matter proficiency and meet the individual needs of students and their families. Staff, parents, and community members work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. Thank you for helping us as we strive to provide an excellent academic program in an alternative setting.

District Mission
To inspire and nurture every student ... one opportunity at a time.

District Vision
We will be the district of choice to successfully prepare every student for college, career, and life.

Vision

School Mission
Horizon School is committed to providing quality educational programs designed to meet the specific individual needs and address academic abilities of students who benefit from an alternative approach to learning. Upon graduation, students will be college and career ready.

School Vision
The purpose of Horizon School is to ensure students acquire the skills and knowledge to succeed as critical thinkers, lifelong learners, and productive and responsible citizens. Students have equal access to a rigorous student-centered learning environment presented by committed staff, working in partnership with families and a diverse community.

SLOs:

1. Learners who:
   • Use a variety of learning strategies
   • Set priorities, plan and take action to accomplish goals
   • Manage time and resources independently and efficiently

2. Thinkers who:
   • Use creative and critical thinking skills
   • Use diverse strategies in real life situations to solve problems, make decisions and evaluate results

3. Citizens who:
   • Transition into society through higher education or Career Technical Education
   • Respect cultural, physical, economic, intellectual, age, gender and religious diversity

School Description

Horizon School is located in the northern region of La Quinta and serves students in grades transitional kindergarten through twelve following a traditional calendar. At the beginning of the 2022-23 school year, 414 students were enrolled, including 6.5% in special education, 15% qualifying for English Language Learner support, and 84.3% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2022-23				
Student Group	% of Total Enrollment	Grade Level	# of Students	
Female	57.00%	Transitional Kindergarten	1	
Male	43.00%	Kindergarten	12	
Non-Binary	0.00%	Grade 1	20	
Amer. Indian or Alaska Native	0.50%	Grade 2	18	
Asian	0.70%	Grade 3	17	
Black or African-Amer.	3.10%	Grade 4	28	
Filipino	0.00%	Grade 5	17	
Hisp. or Latino	74.90%	Grade 6	20	
Native Hawaiian or Pacific Islander	0.00%	Grade 7	25	
Two or More Races	4.10%	Grade 8	46	
White	14.30%	Grade 9	27	
English Learners	15.00%	Grade 10	75	
Foster Youth	0.20%	Grade 11	54	
Homeless	2.70%	Grade 12	54	
Students Receiving Migrant Ed. Services	0.00%	Ungraded	0	
Socioeconomically Disadvantaged	84.30%			
Students with Disabilities	6.50%			
		Total Enrollment	414	

Student Achievement

Physical Fitness

In the spring of each year, Horizon School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2022-23					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	64.71%	64.71%	64.71%	64.71%	64.71%
7	71.43%	71.43%	71.43%	71.43%	71.43%
9	82.5%	82.5%	82.5%	82.5%	82.5%

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

In the administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general

education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy (grades 3-8 and 11)	32.0	41.0	40.0	40.0	47.0	46.0
Mathematics (grades 3-8 and 11)	18.0	23.0	25.0	26.0	33.0	34.0

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

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 ELA by Student Group (2022-23)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	234	223	95.30	4.70	40.81
Female	131	122	93.13	6.87	45.08
Male	103	101	98.06	1.94	35.64
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	161	154	95.65	4.35	38.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	31.25
White	45	42	93.33	6.67	52.38
English Learners	25	24	96.00	4.00	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	193	184	95.34	4.66	38.59
Students with Disabilities	14	13	92.86	7.14	15.38

CAASPP Test Results in Mathematics by Student Group (2022-23)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	234	225	96.15	3.85	22.67
Female	131	124	94.66	5.34	20.97
Male	103	101	98.06	1.94	24.75
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	161	154	95.65	4.35	20.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	12.50
White	45	43	95.56	4.44	34.88
English Learners	25	24	96.00	4.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	193	186	96.37	3.63	21.51
Students with Disabilities	14	13	92.86	7.14	7.69

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 fewer, 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.

CAASPP Test Results in Science for All Students

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (grades 5, 8, and 10)	22.1	20.6	22.3	23.3	29.5	30.3

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

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 in a science assessment.

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 receive scores.

CAASPP Test Results in Science by Student Group (2022-23)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	217	199	91.71	8.29	20.60
Female	128	117	91.41	8.59	18.80
Male	89	82	92.13	7.87	23.17
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	153	140	91.50	8.50	17.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	16.67
White	44	40	90.91	9.09	30.00
English Learners	20	18	90.00	10.00	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	175	160	91.43	8.57	19.38
Students with Disabilities	--	--	--	--	--

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

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement.*

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan.*

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through email, phone calls, personal contact at weekly meetings, and School Messenger (automated telephone message delivery system). Contact the school principal at (760) 238-9720 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Conduct Special Workshops for Students

Committees
District Advisory Committee (DAC)
District English Learner Advisory Council (DELAC)
English Learner Advisory Council (ELAC)
School Site Council

School Activities
Associated Student Body (ASB) Activities
Athletics: Basketball, Volleyball, Softball and Soccer
Awards Ceremonies
Back to School Night
Career Fair
College Night/Extended Opportunity Programs (EOPS)
College Visits
LCAP Night

Parent Conferences
Pennies for Patients
Prom
School Safety Night

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Horizon School's original facilities were built in 2007; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian is shared by Summit High and Horizon School. The day custodian is responsible for:

• Classroom cleaning
• Restroom cleaning
• General use facilities

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The principal and the assistant principal communicate with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2007
Acreage	6.2
Square Footage	12813
	Quantity
Permanent Classrooms	18
Portable Classrooms	0
Restrooms (sets)	2
Multipurpose Room(s)	1
Staff Lounge/Work Room(s)	1
Adult Education Classrooms	3
Library/Media Center	1

Facilities Inspection

The district's maintenance department inspects Horizon School on an annual basis in accordance with Education Code §17592.72(c)(1). Horizon School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, October 30, 2023. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Monday, October 30, 2023			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior	✔		
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains	✔		
F. Safety	✔		
G. Structural	✔		
H. External	✔		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✔			

Rating Description
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not signifcant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school by the school resource officer and campus security agents.

Horizon School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the Raptor Security System and wear an identification sticker while on school grounds. They must then check out at the school office upon exit from the school site.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Horizon School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff by March 1, 2024.

Classroom Environment

Discipline & Climate for Learning

Horizon School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	20-21	21-22	22-23
School			
% Students Suspended	0.3	1.3	0.3
% Students Expelled	0.0	0.2	0.0
District			
% Students Suspended	0.1	3.5	4.5
% Students Expelled	0.0	0.1	0.0
State			
% Students Suspended	2.5	3.2	3.6
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.3	0.0
Female	0.3	0.0
Male	0.4	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	0.5	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	1.1	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	0.4	0.0
Students with Disabilities	0.0	0.0

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

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
	2020-21			
	Avg. Class Size	Number of Classes		
Subject		1-22	23-32	33+
English	10.0	20		3
Mathematics	11.0	14	1	3
Science	8.0	15	2	1
Social Science	8.0	24	3	1
	2021-22			
	Avg. Class Size	Number of Classes		
Subject		1-22	23-32	33+
English	18.0	14	2	6
Mathematics	20.0	11	1	6
Science	20.0	10	1	5
Social Science	16.0	15	3	4
	2022-23			
	Avg. Class Size	Number of Classes		
Subject		1-22	23-32	33+
English	12.0	20	2	4
Mathematics	15.0	13	3	3
Science	20.0	5	3	3
Social Science	11.0	19	2	3

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

Pupil Engagement

Dropout & Graduation Rates

Horizon School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include attendance monitoring through the community technician, instructional coach, AP assists in monitoring credit recovery status, 9th grade opportunity program targeting students identified as failing in grades 7 and 8, using a modified school day, a self contained blended learning environment, the support of Student Assistant Program (SAP: Tier III Counselor as another layer of counseling to identify struggling students) counseling services, quarterly monitoring of student progress, and weekly meetings between the principal and teachers regarding students who are chronically absent. The SAP will be aimed at reducing district drop out rates by identifying struggling learners at an earlier stage, parent conferences, and counseling. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	School		
	19-20	20-21	21-22
Dropout Rate	14.5%	4.2%	3.4%
Graduation Rate	80.0%	90.3%	89.8%
	District		
	19-20	20-21	21-22
Dropout Rate	3.4%	3.1%	2.3%
Graduation Rate	92.6%	94.4%	93.8%
	State		
	19-20	20-21	21-22
Dropout Rate	9.4%	7.8%	8.2%
Graduation Rate	83.6%	87.0%	86.2%

Graduation Rate by Student Group (Four-year Cohort Rate) (2022-23)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	59	53	89.8
Female	36	34	94.4
Male	23	19	82.6
Non-Binary	0	0	0.0
Amer. Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African-Amer.	0	0	0.0
Filipino	0	0	0.0
Hisp. or Latino	39	34	87.2
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	17	16	94.1
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Students Receiving Migrant Ed. Services	0	0	0.0
Socioeconomically Disadvantaged	51	46	90.2
Students with Disabilities	--	--	--

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

For more information of the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Chronic Absenteeism
The following chart identifies the chronic absenteeism rates by student group for Horizon School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2022-23)			
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	606	548	85	15.5
Female	340	309	42	13.6
Male	266	239	43	18.0
Amer. Indian or Alaska Native	2	2	1	50.0
Asian	4	4	1	25.0
Black or African-Amer.	19	18	3	16.7
Filipino	2	1	0	0.0
Hisp. or Latino	445	399	66	16.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	23	22	3	13.6
White	100	92	10	10.9
English Learners	91	78	19	24.4
Foster Youth	7	6	0	0.0
Homeless	23	19	6	31.6
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	510	462	76	16.5
Students with Disabilities	50	43	10	23.3

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

Curriculum & Instruction

Staff Development
All training and curriculum development activities at Horizon School revolve around the California State Content Standards and Frameworks. During the 2022-23 school year, Horizon School held staff development training devoted to:

• Rigor and Relevance
• Advancement Via Individual Determination (AVID)
• CCIS (CA Consortium for Independent Studies) Conference
• CABE Conference

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Horizon School supports ongoing professional growth throughout the year on early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2021-22, 2022-23, and 2023-24 school years, Horizon School's teachers had the opportunity to attend the following events hosted by the Desert Sands Unified School District:

2021-22 Training:
• i-Ready
• AVID Strategies
• Synergy Assessment
• Digital Citizenship
• Mystery Science
• Coding

2022-23 Training:
• i-Ready Math Curriculum Support
• ICLE - Rigor, Relevance, Relationships and Engagement
• Process Writing
• Neurodiversity Training
• Digital Citizenship
• Integrated ELD
• Universal Design for Learning (UDL)
• Measuring Student Outcomes
• Educational Technology
• Dual Language Immersion
• Tier II Site Team Training & Coaching
• World Language Framework & New Curriculum Training (Spanish & French)
• Secondary Science - Gizmos and Curriculum Support
• Ethnic Studies
• Social Science - DBQ
• AVID Pathways Training
• ELA Training on UDL & Engaging Learning Environments that are Inclusive
• Math Training on New Framework & Review of New Publisher Materials
• SEIS Support Sessions

2023-24 Training:
• Digital Citizenship, Student Data & Privacy, DSUSD Digital Resources
• Integrated ELD, including data, ELPAC levels, ELLevation, Academic Supports
• Universal Design for Learning (UDL)
• Positive Behavioral Interventions and Supports (PBIS)
• Tier I Site Leadership - Site Reflection on Tier I Components of MTSS Framework
• Educational Technology - Google Apps, LFDs, Synergy Assessments, Grade Book, Engagement Tools
• Tier II Site Team Training and Coaching
• Dual Language Immersion - Coaching, Training and Collaboration
• Reclassification for Dually Identified Students
• MTSS Site Lead - Training and Support
• World Language Framework and New Curriculum Training for Spanish & French
• Secondary Science - Gizmos and Curriculum Support
• Science Implementation Teams
• Ethnic Studies
• Social Science - DBQ
• AVID Pathways Training
• Secondary ELA Training on UDL and Engaging Learning Environments
• MindSet Training
• SEIS Support Sessions

Horizon School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2021-22	2022-23	2023-24
2	2	2

Instructional Materials

All textbooks used in the core curriculum at Horizon School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the

district's Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, October 03, 2023, the Desert Sands Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 08/2023-2024 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Desert Sands Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2018	Bedford, *Bedford Researcher*	0 %
2017	Bedford, *Current Issues & Enduring Questions*	0 %
2017	Benchmark Education, *Benchmark Advance*	0 %
2018	Chicago, *Craft of Research, 4th Edition*	0 %
2018	Chicago, *Students Guide to Writing College*	0 %
2004	CSU, *Expository Reading and Writing Course*	0 %
2018	Freeman, *Compact Bedford Intro to Literature*	0 %
2018	Freeman, *Rules for Writing*	0 %
2017	McGraw Hill, *Study Sync*	0 %
2017	McGraw Hill Education, *Study Sync*	0 %
2021	Pearson, *The Norton Introduction to Literature*	0 %
2014	Pearson, *Writing America*	0 %
2017	W. W. Norton, *Little Seagull Handbook, 3rd Edition*	0 %
2016	W.W. Norton, *Norton Reader*	0 %
Foreign Languages		
2013	Houghton, *Abriendo Puertas*	0 %
2016	McGraw Hill, *Asi se dice 4*	0 %
2018	Saavas Learning Company, LLC, *Autentico*	0 %
2018	Saavas Learning Company, LLC, *Autentico*	0 %
2023	Vista Higher Learning, *Chemins*	0 %
2023	Vista Higher Learning, *Chemins*	0 %
2020	Vista Higher Learning, *Galeria De Lengua Level 1*	0 %
2020	Vista Higher Learning, *Galeria De Lengua Level 2*	0 %
2020	Vista Higher Learning, *Temas*	0 %
2016	Vista Higher Learning, *Themes (French)*	0 %
2017		0 %

Wiley, *Conversaciones Escritas* | |

Year	Textbook	%
2007	Wiley, *Manana*	0 %

Health

Year	Textbook	%
2005	Glencoe, *Glencoe Health*	0 %
2004	Holt, Rinehart and Winston, *Decisions for Health*	0 %
2006	McGraw, *Health & Wellness*	0 %
2018	Positive Prevention Plus, *Sexual Health HIV Education*	0 %
2018	Positive Prevention Plus, *Sexual Health HIV Education*	0 %

History-Social Science

Year	Textbook	%
2020	Bedford, Freeman, Worth, *Ways of the World, 1200 Update*	0 %
2019	BFW, *Thinking about Psychology*	0 %
2021	Cengage Learning, *Human Geography: Spatial Perspective*	0 %
2003	Holt, *Sociology: The Study of Human Relationships*	0 %
2019	Houghton, *American History*	0 %
2019	Houghton, *Modern World History*	0 %
2019	McGraw Hill, *American Democracy Now*	0 %
2019	McGraw Hill, *California Impact*	0 %
2019	McGraw Hill, *Principles of American Democracy*	0 %
2019	McGraw Hill, *Principles of Economics*	0 %
2018	Norton, *Give Me Liberty, Volume 1 & 2*	0 %
2018	Openstax, *American Government*	0 %
2018	Openstax, *California Politics*	0 %
2011	Oxford University Press, *An International History*	0 %
2005	Pearson, *Anthroplogy, 11th Edition*	0 %
2015	Pearson, *By the People*	0 %
2011	Pearson, *Cold War*	0 %
2014	Pearson, *Development Through the Lifespan*	0 %
2011	Pearson, *Foundations of Economics*	0 %
2015	Pearson, *Psychology*	0 %
2004	Pearson, *Russia, America and the Cold War 1949-1991*	0 %
2020	Studies Weekly, *Studies Weekly History*	0 %
2016	Worth Publishers, *Discovery Psychology*	0 %

Mathematics

Year	Textbook	%
2014	Cengage Learning, *Financial Algebra*	0 %
2013	Freeman, *Statistical Reasoning in Sports*	0 %
2017	Freeman, *Statistics & Probability w/Applications*	0 %
2015	Freeman, *The Practice of Statistics*	0 %
2015	Houghton Mifflin Harcourt, *Go Math!*	0 %
2018	McDougal, *Calculus of a Single Variable, 11th Edition*	0 %
2015	McGraw, *California Math CCSS Course 1-3*	0 %
2016	McGraw Hill, *Mathematics for Business & Personal Finance*	0 %
2015	Pearson, *EnVision Math*	0 %
2016	Pearson Prentice Hall, *Calculus, Graphical, Numerical Algebraic*	0 %
2008	Prentice Hall, *Precalculus*	0 %
2023	Walch, *CCSS Math 1, 2, 3 Integrated Pathways*	0 %

Science

Year	Textbook	%
2015	Brookes, *Introductory to Chemistry*	0 %
2014	Cengage Learning, *Chemistry (Zumdahl)*	0 %
2016	Cengage Learning, *Meteorology Today*	0 %
2020	Discovery Education, *DE Physics Techbook*	0 %
2015	Freeman, *Environmental Science*	0 %
2019	McGraw Hill, *California Inspire Science*	0 %
2020	McGraw Hill, *Inspire Physics*	0 %
2007	Pearson, *Anatomy and Physiology*	0 %
2014	Pearson, *Biology (Campbell)*	0 %
2015	Pearson, *Earth Science*	0 %
2011	Prentice Hall, *Environmental Science: Your World, Your Turn*	0 %
2020	Saavas Learning Company, LLC, *Elevate Science*	0 %
2021	Savvas, *Experiencing Biology*	0 %
2020	Savvas, *Experiencing Chemistry*	0 %
2005	Thomson, *Chemistry, 8th Edition (Whitten)*	0 %
2006	Thomson, *Foundations of Astronomy*	0 %
2014	Thomson, *Physics for Scientists and Engineers*	0 %
2002	Wiley, *Ale for Geology Today & Geoscience Lab Manual*	0 %
2015	Wiley, *Physics (Cutnell)*	0 %
2007	Wiley, *Principles of Anatomy & Physiology, 11th Edition*	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the UC Website at http://www.universityofcalifornia.edu/admissions/general.html.

California State University
Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at http://www.calstate.edu/admission/.

Courses for UC/CSU Admission	%
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.1
2021-22 Graduates who Completed all Courses Required for UC/CSU Admission	34.3

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Students meet with the counselor to discuss their four-year academic plan and are introduced to Horizon School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All

career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Horizon School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

• Work Experience
• CTE Courses (Ranging from Auto Mechanics, Computer Technology to the Culinary Arts)
• Senior Studies Class
• College Course (Intro to College)
• Dual Enrollment with Other Campuses & Community College

Individual student assessment of work readiness skills takes place through:

• End of course exams
• An earned 220 credits/completion of district requirements
• Formative and summative assessments

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Career Technical Education (CTE) Program Participation 2022-23	
Total number of students participating in CTE programs	6
Percentage of students completing CTE program and earning a high school diploma	0.0 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0 %

Professional Staff

Counseling & Support Staff
Horizon School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Horizon School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2022-23		
	No. of Staff	FTE
Academic Counselor	2	1.5
Community Technician	1	0.5
Instructional Coach	1	1.0
Nurse	1	*
Psychologist	1	*
Speech/Language/Hearing Specialist	1	*
Tier III Counselor	1	*
Counselor-to-Student Ratio: 1:207		

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

Teacher Preparation and Placement
The charts below identify the number of teachers at Horizon School, Desert Sands Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Horizon School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.2	58.0	1038.9	89.9	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	8.9	0.8	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	3.6	13.9	1.2	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10.2	36.5	43.6	3.8	11953.1	4.3
Unknown	0.5	1.9	50.4	4.4	15831.9	5.7
Total Teaching Positions	27.9	100.0	1156.0	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.4	46.2	1022.7	89.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.9	6.5	8.4	0.7	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	5.2	0.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.1	44.5	42.6	3.8	12115.8	4.4
Unknown	0.3	2.7	60.1	5.3	18854.3	6.9
Total Teaching Positions	13.9	100.0	1139.3	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff memeber working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An Authorization is defined as the services that an educator in authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	1.0
Local Assigment Options	9.2
Total Out-of-Field Teachers	10.2

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	6.1
Total Out-of-Field Teachers	6.1

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	1.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.3

Note: For more information, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

District Expenditures

Salary & Budget Comparison
State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2021-22	District	State Average of Districts in Same Category
Beginning Teacher Salary	$55,526	$55,550
Mid-Range Teacher Salary	$89,938	$80,703
Highest Teacher Salary	$111,847	$109,418
Superintendent Salary	$297,882	$319,443
Average Principal Salaries:		
Elementary School	$146,275	$137,703
Middle School	$154,132	$143,760
High School	$176,448	$159,021
Percentage of Budget:		
Teacher Salaries	30.71%	30.35%
Administrative Salaries	4.04%	4.87%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Student
For the 2021-22 school year, Desert Sands Unified School District spent an average of $17,444 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and

restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Desert Sands Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education & Safety (ASES)
- After School Kids Code Grant Pilot Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: CA Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Partnership Academies Program
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries 2021-22	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$7,957	N/A	N/A	N/A	N/A
Restricted	$3,278	N/A	N/A	N/A	N/A
Unrestricted	$4,678	$7,522	62.19	$7,607	61.50
Average Teacher Salary	$82,027	$94,276	87.01	$87,885	93.33

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

SARC Data

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about Horizon School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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.

Internet

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Desert Sands Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in October 2023. Data to prepare the school facilities section were acquired in January 2024.