

Desert Sands Unified School District Horizon School

Grades K through 12
Harry Munoz, Principal



43330 Palm Royale
La Quinta, CA 92253
PH: (760) 238-9720 FAX: (760) 360-2182

2008-09 School Accountability Report Card *Published January 2010*

Desert Sands Unified School District
47-950 Dune Palms Rd.
La Quinta, CA 92253
(760) 777-4200

Website Address
www.dsusd.k12.ca.us

2009-10 Board of Education

Matteo Monica, President
Gary Tomak, Vice President
Michael Duran
Donald Griffith
Jim Koedyker

District Administration

Dr. Sharon P. McGehee
Superintendent
Cynthia McDaniel
Assistant Superintendent, Business
Services
Kathleen Felci
Assistant Superintendent, Educational
Services
Sherry Johnstone
Assistant Superintendent, Personnel
Services

Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
College Preparation & Work Readiness
Professional Staff
District Expenditures
SARC Data

Principal's Message

I would like to take this opportunity to share with you the dedication that the staff at Horizon School has for the parents and students who participate in our alternative education programs of home schooling and independent study. Our goal is to provide for the unique needs and academic abilities of each of our students through an alternative approach to learning. Our academic environment must allow students to meet the state standards in order for them to progress successfully towards the goal of high school graduation.

Part of the responsibility of each school in the district is to present information about the school program and resources through a School Accountability Report Card. This report card will help you to become familiar with all aspects of our programs. In addition, it will provide some data to help you to understand more about our school, staff, and student population.

We hope that this information will provide a valuable insight into our school. It is extremely important to us to maintain open communication and to keep you informed. This is just one tool to reach that goal. We are open to any questions, suggestions or comments that you have to make about our programs. Thank you for helping us as we continue to strive to provide excellent academic programs in an alternative setting.

Mission Statement

The mission of the Desert Sands Unified School District, a dynamic system of challenging educational choices, is to ensure that every student develops the skills and knowledge to succeed as an independent thinker, life-long learner, and productive, ethical global citizen, by creating collaborative learning communities of caring, committed, qualified staff, working in partnership with diverse families and our community to assure each student equal access to student-focused learning environments.

School Profile

Horizon School is located in the northern region of La Quinta and serves students in grades kindergarten through twelve following a traditional calendar. At the beginning of the 2008-09 school year, 417 students were enrolled, including 6% in special education, 2.8% identified for migrant education services, 7% qualifying for English Language Learner support, and 21% qualifying for free or reduced price lunch. Horizon School achieved a 2009 Academic Performance Index (API) score of 577.

Percentage of Students by Ethnicity 2008-09 Enrollment: 417	
Caucasian	49.64 %
Hispanic or Latino	46.52 %
Multiple/No Response	1.20 %
African-Amer.	0.72 %
Amer. Indian or Alaskan Native	0.72 %
Asian	0.72 %
Filipino	0.48 %

Student Achievement

National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Desert Sands Unified School District or Horizon School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
	Reading			
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Horizon School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
	Language Arts	28	30	31	42	47	50	43	46
Math	10	15	11	38	44	46	40	43	46
Science	14	19	19	38	48	50	38	46	50
Social Science	11	16	12	30	30	34	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Horizon School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	*	*	*		21		43
Math	*	*	*		4		19
Science		*	*		11		29
Social Science		*	*		6		20

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Horizon School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	33	30	0	16	5	*
Math	13	10	0	3	7	*
Science	19	18	0	8	*	
Social Science	16	9	0	4	8	*

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Horizon School			DSUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts		57.1	16.7		57.5	52.9		52.9	52.0
Math		21.4	10.2		53.6	53.3		51.3	53.3

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2008-09						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	83.3	10.4	6.2	89.8	10.2	0.0
Male	77.8	11.1	11.1	85.0	15.0	0.0
Female	86.7	10.0	3.3	93.1	6.9	0.0
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	93.1	3.4	3.4	96.6	3.4	0.0
Pacific Islander	*	*	*	*	*	*
Caucasian	68.4	21.1	10.5	80.0	20.0	0.0
English Learners	94.7	5.3	0.0	100.0	0.0	0.0
Economically Disadvantaged	100.0	0.0	0.0	100.0	0.0	0.0
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 46% of Horizon School's tenth grade students who took the test passed the math portion of the exam and 57% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

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 five, grade seven, and grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	*	*	*
Seventh	29.4	17.6	11.8
Ninth	36.4	18.2	15.9

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2006	2007	2008
Statewide Rank	2	2	2
Similar Schools Rank	4	1	6

Results generated from 2006, 2007, and 2008 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	577	11	38	-63
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	526	7	24	-47
Pacific Islander	*	*	*	*
Caucasian	621	43	13	-67
Other Subgroups				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	516	*	*	*
English Learners	*	*	*	*

Results generated from 2007, 2008, and 2009 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2008-09 AYP cycle, high schools must achieve a 44.5% or higher proficiency rate in English/Language Arts and 43.5% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 650 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2008-09		
<i>Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	HS	DSUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	No	Yes
Math	No	Yes
<i>Percent Proficient (CAHSEE Exam)</i>		
Language Arts	No	No
Math	No	Yes
API Score	No	Yes
Graduation Rate	No	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2008-09, Horizon School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	HS	DSUSD
PI Status	N/A	In PI
Implementation Year	N/A	2004-2005
Year in PI	N/A	Year 3
No. of Schools Currently in PI		7
% of Schools Currently Identified for PI		21.2%

N/A = not participating in Title I Program

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, and personal contact at weekly meetings. 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

School Site Council
English Learner Advisory Council
School Advisory Committee
District English Learner Advisory Council
District Advisory Committee

School Activities

Video Conferences
Curriculum Training

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 2006; 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. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins, custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day

custodian is assigned to Horizon School. The day custodian is responsible for:

- Groundskeeping
- Restroom Cleaning
- Classroom Cleaning

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

Campus Description	
Year Built	2006
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

Deferred Maintenance

Horizon School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, Horizon School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

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 Tuesday, November 10, 2009. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, November 10, 2009			
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 significant 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 while students are on campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

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 was reviewed, updated, and discussed with school staff in November 2009.

Classroom Environment

Instructional Time

All instructional time offered at Horizon School either meets or exceeds California's Education Code requirements. For the 2008-09 school year, Horizon School offered 180 days of instruction comprised of 176 regular days and 4 minimum days. Minimum days were used for parent conferences, staff meetings, and teacher planning. The state requires high school students to receive 54,000 minutes of instruction; Horizon School offered a total of 44,580 minutes of instruction for the 2008-09 school year for all grade levels.

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			
	HS		
	06-07	07-08	08-09
Suspensions (#)	0	5	6
Suspensions (%)	0.00 %	1.11 %	1.44 %
Expulsions (#)	0	1	0
Expulsions (%)	0.00 %	0.22 %	0.00 %
DSUSD High Schools			
Suspensions (#)	1982	2666	3197
Suspensions (%)	22.94 %	29.71 %	35.17 %
Expulsions (#)	74	100	114
Expulsions (%)	0.86 %	1.11 %	1.25 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Teaching Load

The Teaching Load 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 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	*	*	*	*
Math	*	1	*	*
Science	*	*	*	*
Social Science	*	*	*	*
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	*	*	*	*
Math	*	*	*	*
Science	*	*	*	*
Social Science	*	*	*	*
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	*	*	*	*
Math	36.3	6	1	1
Science	*	*	*	*
Social Science	*	*	*	*

Dropouts

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 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.

In the following Dropout & Graduation Rates table, 2007-08 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	HS		
	05-06	06-07	07-08
Dropout Rate	12.5%	17.0%	14.5%
Graduation Rate	67.9%	71.4%	59.7%
DSUSD			
Dropout Rate	3.4%	4.0%	4.0%
Graduation Rate	79.8%	81.1%	83.0%
California			
Dropout Rate	3.5%	4.4%	3.9%
Graduation Rate	83.4%	80.6%	80.2%

Graduation Requirements

Students must accumulate 220 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Horizon School. Alternative methods of acquiring a diploma are available through the Continuation School, Community day school, and Adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Horizon School. The following table illustrates the percentage of students graduating from Horizon School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**		
Horizon School	DSUSD	California
69.9 %	81.9 %	80.2 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Horizon School revolve around the California State Content Standards and Frameworks. During the 2008-09 school year, Horizon School held one staff development day devoted to:

- Data Analysis
- Instructional Strategies

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 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.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	1

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 six-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 20, 2009, 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. 16/2009-2010 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 2009-10 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 Development		
2007	Hampton Brown, <i>Avenues</i>	0 %
2000	Hampton Brown, <i>High Point</i>	0 %
History-Social Science		
2007	EMC Publishing, <i>Economics: New Ways of Thinking</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Glencoe Discovering our Past</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Glencoe World History: Modern Times</i>	0 %
2007	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
2005	Holt, <i>World Geography Today</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
Language Arts		
2003	Holt, <i>Holt Literature & Language Arts</i>	0 %
2003	Houghton Mifflin, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	0 %
2002	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
2007	SRA/McGraw-Hill, <i>SRA/Open Court Reading</i>	0 %
Math		
2001	Holt McDougal, <i>Algebra 1: Concepts and Skills</i>	0 %
2007	Houghton Mifflin Company, <i>Houghton Mifflin California Math</i>	0 %
2004	McDougal Littell, <i>Geometry</i>	0 %
2007	McDougal Littell, <i>Geometry</i>	0 %
2007	McDougal Littell, <i>McDougal Littell CA Math Course 1, Course 2, Algebra I (Ron Larson and others)</i>	0 %
2007	Pearson Prentice Hall, <i>Algebra 2</i>	0 %
Science		
2007	Glencoe/McGraw-Hill, <i>Glencoe Biology</i>	0 %
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2004	Holt McDougal, <i>Earth Science</i>	0 %
2007	Holt, Rinehart and Winston, <i>Holt California Science: Earth, Life, and Physical Science @2007</i>	0 %
2008	McDougal Littell, <i>Biology</i>	0 %
2007	Pearson, <i>Anatomy and Physiology</i>	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. Horizon School offers only those classes required to earn a high school diploma. Any students returning to a comprehensive high school setting will have the option to pursue four-year college required courses.

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 University of California 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/>.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, 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. 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
- Regional Occupational Programs

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects

Work experience students are partnered with local community organizations and 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.

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Counselor	1	1.0
Nurse	1	*
Psychologist	1	*

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, Horizon School had 13 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Horizon School	100.0 %	0.0 %
District Totals		
All Schools	96.8 %	3.2 %
High-Poverty	97.9 %	2.1 %
Low-Poverty	97.2 %	2.8 %

Teacher Credentials & Assignments				
	HS			DSUSD
	06-07	07-08	08-09	08-09
Total Teachers	18	14	13	1297
Teachers with full credentials	18	14	13	1254
Teachers without full credentials	0	0	0	43
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	15

Teacher Credentials & Assignments (cont'd)		
	HS	DSUSD
	09-10	09-10
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	15

Teacher Education Levels 2008-09		
	HS	DSUSD
Doctorate	0.0 %	0.9 %
Master's degree plus 30 or more semester hours	46.2 %	14.3 %
Master's degree	7.7 %	30.8 %
Bachelor's degree plus 30 or more semester hours	7.7 %	20.7 %
Bachelor's degree	38.5 %	33.4 %
Less than Bachelor's degree	0.0 %	0.0 %

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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	DSUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$42,678	\$42,065
Mid-Range Teacher Salary	\$69,129	\$67,109
Highest Teacher Salary	\$84,793	\$86,293
Superintendent Salary	\$200,000	\$216,356
Average Principal Salaries:		
High School	\$131,484	\$122,532
Percentage of General Fund Expenditures for:		
Teacher Salaries	42.5%	39.4%
Administrative Salaries	4.1%	5.5%

Expenditures Per Student

For the 2007-08 school year, Desert Sands Unified School District spent an average of \$8,140 of total general funds to educate each student (based on 2007-08 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 2007-08 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safety
- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- California Peer Assistance & Review Program for Teachers (CPARP)
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- School & Library Improvement Block Grant
- School Community Violence Prevention Grant

- School Safety & Violence Prevention, Grades 8-12
- School/Law Enforcement
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

sections were acquired in January 2010.

Expense of Education Per Pupil 2007-08						
	Dollars Spent per Student					
				State Avg., Dist.	% Diff. School & Dist.	% Diff. School & State
	HS	DSUSD		Same Size & Type		
ADA*	404	26882	N/A	N/A	N/A	
Total**	\$6,290	\$6,006	104.72	N/A	N/A	
Restr.†	\$1,013	\$896	113.03	N/A	N/A	
Unrestr.††	\$5,277	\$5,110	103.26	\$5,512	95.73	
Avg. Teacher Salary	\$83,080	\$70,970	117.06	\$67,049	123.91	

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Horizon School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Horizon School's SARC and access the internet at any of the county's public libraries. The closest public library to Horizon School is La Quinta Branch Library, a branch of Riverside County Library System.

Address: 78-225 Calle Tampico, La Quinta

Phone Number: (760) 564-4767

WebSite: <http://rivlib.com>

Number of Computers Available: 22

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 and school facilities