



Partnerships for Student-Centered Learning

2800 Nicolaus Rd., Ste. #100 • Lincoln, CA 95648-1757 • (916) 408-5200 • Grades TK-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Western Placer Unified

2800 Nicolaus Rd #100

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District Governing Board

Andrea Rynberk, Parent Representative

Kimberly Dahlstrom, Parent Representative

Milly Nunez, Community Representative

Joe Dutra, Parent Representative

Mary-Lou Smith, Community Representative

District Administration

Cynthia Wood, EdD

Superintendent

Kelly Collins, Assistant Superintendent, Educational Services/CAO

Terri McGill, Assistant Superintendent, Administrative Services/COO

School Description

Executive Summary – School Accountability Report Card (SARC)

Welcome to the School Accountability Report Card (SARC) for Partnerships for Student-Centered Learning (Partners)!

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

This charter was approved as a public charter school in 2010.

Partnerships for Student – Centered Learning is chartered through Western Placer Unified School District, and is the second charter within Horizon Charter Schools. Partners is a non-classroom based charter school that operates under independent study regulations.

Mission Statement

The mission and focus of “Quality Education through Personalized Learning” is the cornerstone of all education service delivery, at Partnerships for Student – Centered Learning, allowing students the opportunity to pursue a wide variety of learning choices and modalities.

Parent – driven education is guided by professional teaching and administrative staff. Partner's students are well-prepared for the challenges of the 21st century.

School Profile

Partnerships for Student Centered Learning (Partners) was established in 2010 and is chartered through the sponsoring district, Western Placer Unified School District. Partners serves over 600 students in grades Transitional Kindergarten through twelfth grade (12th) grades, providing “Quality Education through Personalized Learning”. Our students reside within six counties: Placer, Nevada, Sutter, Yuba, Sacramento, and El Dorado. Partners provides support to students and parents through cooperative classes, online support and distance learning, special education, and a credentialed teaching staff.

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	56
Grade 1	41
Grade 2	41
Grade 3	47
Grade 4	42
Grade 5	55
Grade 6	48
Grade 7	37
Grade 8	51
Grade 9	48
Grade 10	80
Grade 11	87
Grade 12	151
Total Enrollment	784

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	1.3
Asian	1.9
Filipino	0.8
Hispanic or Latino	18.6
Native Hawaiian or Pacific Islander	0
White	62.5
Two or More Races	8.7
Socioeconomically Disadvantaged	33.5
English Learners	3.6
Students with Disabilities	20.8
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Partnerships for Student-Centered Learning	15-16	16-17	17-18
With Full Credential	119	111	102
Without Full Credential	0	4	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Partnerships for Student-	15-16	16-17	17-18
Teachers of English Learners	3	4	0
Total Teacher Misassignments	3	0	0
Vacant Teacher Positions	0	0	2

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

New ELA Curriculum aligning to November 2015 State Adoption is currently being used in Grades 6-8. For grades K-5 several curriculum are being piloted and evaluated in the 2017-2018 school year for use in 2018-2019.

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

History/Social Science Materials were state approved November 2017 and will be evaluated in spring 2018 for a possible pilot in 2018-2019. High School Social Studies texts will be 2016 editions for all courses by the end of 2017-2018 school year.

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

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

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5: California Reading, Houghton Mifflin / 2003 & 2010, 2007 State Adoption 6-8: Pearson My Perspectives / 2016, 2015 State Adoption 9-12: Pearson Literature for California / 2010 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 California Go Math!, Houghton Mifflin / 2015 9-12 Big Ideas, Algebra 1, Geometry, Algebra 2 / 2014 HS PreCalculus, FLVS / 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-5: California Science, Macmillan McGraw-Hill / 2008 6: California Earth Science, Holt / 2007 7: California Life Science, Holt / 2007 8: California Physical Science, Holt / 2007 9-12: Earth Science, Pearson Prentice Hall CA / 2006 9-12: Biology, Pearson Prentice Hall CA / 2007 9-12: Physical Science: Concepts in Action, Pearson Prentice Hall / 2009 9-12: Chemistry, Holt California / 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5: California Vistas, Macmillan McGraw-Hill/ 2007 6: Discovering Our Past, Ancient Civilizations, Glencoe/ 2006 7: Discovering Our Past, Medieval and Early Modern Times, Glencoe/ 2006 8: Discovering Our Past, The American Journey, Glencoe/ 2006 9-12: World History: Modern Times, Glencoe CA/ 2006 9-12: U.S. History, Reconstruction to the Present, Pearson / 2016 9-12: American Government, Magruder / 2016 9-12: Economics, Pearson / 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	HS Spanish: Realidades 1, Pearson Prentice Hall / 2005 HS Spanish: Realidades 2, Pearson Prentice Hall / 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	HS course uses current research article and videos available online in an in-house course or students use eDynamic. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials
Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	9-12: Art Introduction: students research topics, artists, and art examples using Internet and local library services. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Partnerships for Student Centered Learning (PaSCL) is an independent-study based educational program and therefore does not maintain traditional school district site facilities. PaSCL does maintain Learning Centers in Auburn, Lincoln, and Elk Grove. All of the Learning Center sites are lease only facilities and the underlying rental agreements require the lessors to maintain the facilities in proper condition for the programs maintained at those facilities.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected:

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	37	37	53	54	48	48
Math	19	20	37	39	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	40	40	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	34.6	34.6	7.7
7	20	13.3	20
9	15.8	21.1	15.8

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	248	209	84.3	39.7
Male	119	103	86.6	38.8
Female	129	106	82.2	40.6
Hispanic or Latino	64	56	87.5	14.3
White	139	118	84.9	48.3
Two or More Races	20	14	70.0	50.0
Socioeconomically Disadvantaged	105	89	84.8	31.5
English Learners	23	22	95.7	4.6
Students with Disabilities	49	33	67.4	12.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	406	365	89.9	36.71
Male	209	186	89	29.31
Female	197	179	90.86	44.19
Black or African American	17	16	94.12	12.5
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	81	70	86.42	32.81
White	246	221	89.84	40.65
Two or More Races	40	38	95	34.29
Socioeconomically Disadvantaged	136	124	91.18	28.45
English Learners	21	20	95.24	22.22
Students with Disabilities	90	82	91.11	7.89
Foster Youth	--	--	--	--

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

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	406	363	89.41	20.23
Male	209	186	89	22.67
Female	197	177	89.85	17.82
Black or African American	17	16	94.12	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	81	69	85.19	18.46
White	246	220	89.43	20.19
Two or More Races	40	38	95	25.71
Socioeconomically Disadvantaged	136	123	90.44	12.93
English Learners	21	20	95.24	11.11
Students with Disabilities	91	82	90.11	3.9
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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

Parents have many opportunities for involvement in our school. These activities include: participation in parent guided field trips, regional events, LCAP, WASC committees, Parent Education Nights, professional development opportunities, ELA adoption committee, College and Career Fairs, College Readiness Workshops, high school planning/orientation sessions for grade 8, school newsletter, student recognition events, monthly meetings with their Supervising Teacher, parent representatives on the School Board. Parent meet-up events for families are set up and facilitated by school staff where parents can network at their comfort level, and students are encouraged to socialize. In addition, a Parent Planning Group meets regularly to brainstorm ideas for new meet-up events, and other events. Parents interested in additional opportunities for involvement are encouraged to call the school at (916) 408-5200.

State Priority: School Climate

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

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

School Safety Plan

Horizon Charter Schools (HCS) School Safety Plan is reviewed and discussed by HCS's Safety Committee annually. The Safety Committee is comprised of Administration and Education staff. The Safety Committee provides direction through the HCS Organizational Chart to appropriate administrative staff for them to communicate to the entire HCS staff any and all applicable changes to the School Safety Plan.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.7	1.4	1.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.2	2.8	2.4
Expulsions Rate	0.0	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	2.25
Psychologist	3
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	9
Other	0
Average Number of Students per Staff Member	
Academic Counselor	100

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	2	5	2	270	104	203	1	2				4
Mathematics	2	3	2	200	136	174						1
Science	2	4	2	189	104	166		1				4
Social Science	2	5	2	247	100	189	1		1			5

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

Professional Development provided for Teachers

Historically, the 2015-2016 Partnerships for Student Centered Learning Professional Development Plan was aligned to LCAP goals, Charter Authorizations, WASC Action Plans, and other guiding documents. The plan was created by referring to these documents and analyzing i-Ready and CAASPP data to determine the focus areas for professional development for 2015-2016 as well as by looking back at past professional development to ensure that initiatives were continued and supported. For example, math professional development was a continued initiative.

The 2015-2016 plan focused on:

- continuing professional development and coaching for the new California Common Core State Standards for Mathematics
 - Math Coach 30% FTE trains and supports teachers in implementing math standards: large and small group training, individual and team coaching
 - October 2015 Teacher Inservice : 1 hour math Learning Progression Training
 - 4 Demonstration / Training Days contracted with Sacramento State Math Project for 2015-2016 school year
 - 3 Day Math Training: Building Abilities for Sense-Making and Making Arguments in Mathematics, May 2016
 - on-going curriculum training for teachers and parents
- beginning focused professional development with the California Common Core State Standards for English Language Arts Standards & Literacy in History/ Social Studies, Science, and Technical Subjects
 - October 23, 2015 Teacher Inservice: 3 hours Writing training
 - November, December, January Certificated Staff Meetings: 45 minutes Academic Vocabulary training at each meeting
 - January and February: Parent Training 1 hour each month
- beginning professional development with the new California English Language Development Standards
 - October 2015 Certificated Staff Meetings: 1.5 hour overview training
 - November, December, January Certificated Staff Meetings: 45 minutes Academic Vocabulary training at each meeting

Supporting all 3 PD focus Areas:

- i-Ready Online Diagnostic and Instruction Program Teacher Training: Getting Started Webinar 1.5 hours, Understanding Data 3 hours at October Inservice, additional followup training schedule as needed

In addition new teachers are trained and supported through the PCOE BTSA or Teacher Induction program as well as specialized training provided by Regional Administrators.

For 2016-2017, 3 professional development/in-service days for teachers were calendared in addition to monthly staff meeting time. The Horizon Charter Schools (Horizon Charter School and Partnerships for Student-Centered Learning) professional development plan was similarly aligned to LCAP goals,

Charter Authorizations, WASC Action Plans, and other guiding documents. The plan was created by referring to these documents, analyzing i-Ready, CAASPP, and student work sample data, and requesting stakeholder input to determine the focus areas for professional development for 2016-2017 as well as by looking back at past professional development to ensure that initiatives were continued and supported. For example, math professional development is a continued initiative where professional support is offered through instructional coaching and parent training opportunities.

The 2016-2017 PD plan focused on:

1. Math: continuing professional development and coaching for the new California Common Core State Standards for Mathematics

- Math Coach 30% FTE trains and supports teachers in implementing math standards through large and small group training, individual and team coaching
- August 30, 2016 Director of C&I provides Roseville Site Teacher training for GoMath! curriculum grades K-6
- September 16, 2016 Director of C&I provides Roseville Site Teacher training for GoMath! curriculum grades 7-8
- September 22, 23, 27, 29, 2016 Parent Educator provides Math Support & Instructional Strategies training to parents: using manipulatives, whiteboards, and word problem solving
- March 14, 2017 Math Coach provides curriculum and standards training for High School teachers
- March-April 2017 Parent Educator provides training to parents in modeling and writing in Math

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

- August 9, 2016 Inservice: Director of C&I provides Writing standards review and scoring samples
- October 23, 2016 online Inservice Director of C&I provides Close Reading online training
- December 15-21, 2016 ST Meetings: Regional Administrators provide Close reading strategies and supports continued, how to collect samples
- March 14, 2017 Inservice Director of C&I provides Writing Collaborative Scoring

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

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

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

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

- August 2016: Certificated Staff Inservice: ELD COordinator provides internal professional development on ELD standards and how to increase the quality and effectiveness of ELD instruction

- August 29-September 2, 2016 ST Meetings: Regional Administrators provide training in how to identify EL students and an create EL roster
- September 20-& 21, 2016: Edmentum company trainers trained administrators & teachers by webinar in the implementation of new online ELD program

ESL Reading Smart.

- September 26-30, 2016 ST Meetings: Regional Administrators check in on teacher training status with ESL Reading Smart, username & password given to

all EL students, ELAC

- November 2016, December 2016, January 2017 ST Meetings: Regional Administrators train teachers in monitoring & reporting of EL student progress,

process and monitoring

- January 24-27, 2017 ST Meetings: Regional Administrators lead a review of CELDT data to determine who has gained a level and who is stagnant
- May 1, 2017 ST Meetings: Regional Administrators provide ESL Reading Smart progress monitoring & reclassification process training

4. MTSS: Multi-Tiered Systems of Support is a schoolwide system of behavioral, academic, and other supports which are put in place to ensure students meet or exceed grade level standards. Horizon has revised its model and processes to align with state guidelines. Teachers were trained in shifts at state level as well as revisions to local practices and procedures.

- August 9, 2016 Inservice: Chief Academic Officer provided an overview of HCS MTSS, i-Ready guideline review, Rtl academic intervention options
- August 29-September 2, 2016 ST Meetings: Regional Administrators provide Rtl process/flow chart overview, new ILP training
- September 26-30, 2016 ST Meetings: Director of C&I provides SST Process training, Rtl intervention review Tier 1 & 2, Tier 3 Pilot introduction
- October 19, 2016 Online Inservice: MTSS Coordinator provided behavioral interventions, how to apply 504/IEP accommodations for most common accommodations

accommodations

- October 24-28, 2016 ST Meetings: ELD Coordinator provides Tier 3 Intervention Pilot process & procedure
- March 21-24, 2017 ST Meetings: Regional Administrators facilitate MTSS feedback on ILP, Tier 3, SST Process

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

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

The 2017-2018 PD plan focuses on:

1. NGSS: Next Generation Science Standards

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

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

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

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

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

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

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

November 2017 Grade level lead teachers lead Writing Collaborative Scoring

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

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

In addition an ELA Coach was funded at .15 FTE. ELA Coach trains and supports teachers in implementing ELA standards through one-on-one coaching. She also supports implementation of new curriculum in Grades 6-8.

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

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

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

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

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

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

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

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,519	\$46,511
Mid-Range Teacher Salary	\$70,300	\$73,293
Highest Teacher Salary	\$92,445	\$92,082
Average Principal Salary (ES)	\$108,030	\$113,263
Average Principal Salary (MS)	\$110,193	\$120,172
Average Principal Salary (HS)	\$126,014	\$131,203
Superintendent Salary	\$186,983	\$213,732
Percent of District Budget		
Teacher Salaries	39%	36%
Administrative Salaries	5%	5%

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

Types of Services Funded

The district provides special education services, either internally or through its participation in the Placer County SELPA, to provide free appropriate public education for students with disabilities in accordance with IDEA. The district also provides support to students that are economically disadvantaged, foster youth and students for who English is their second language. These services are provided internally by the district.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Partnerships for Student-Centered	2013-14	2014-15	2015-16
Dropout Rate	13.7	19.1	22
Graduation Rate	68	53.91	66.93
Western Placer Unified	2013-14	2014-15	2015-16
Dropout Rate	7.7	6.1	6.1
Graduation Rate	87.27	88.5	87.47
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	136
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	7

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	16.13
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	11.43

* Where there are student course enrollments.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8,212.72	935.09	7,277.63	69,862.69
District	♦	♦		\$75,996
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District				-8.1
Percent Difference: School Site/ State				10.7
				-6.2

* Cells with ♦ do not require data.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses	1	0.9

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	81.87	83.72	87.11
Black or African American	75	60	79.19
American Indian or Alaska Native	33.33	66.67	80.17
Asian	80	86.36	94.42
Filipino	100	100	93.76
Hispanic or Latino	82.61	82.38	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	83.5	85.71	90.99
Two or More Races	83.33	78.13	90.59
Socioeconomically Disadvantaged	76.67	82.82	85.45
English Learners	44.44	50	55.44
Students with Disabilities	54.29	59.79	63.9
Foster Youth	100	100	68.19

Career Technical Education Programs

Students are afforded access to valid CTE courses through regional county CTE programs

DataQuest

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

Internet Access

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