



# Orchard View School

*Independent Study  
K-12 Charter*

Western Association of Schools and Colleges

## **SELF-STUDY REPORT 2019**

ORCHARD VIEW SCHOOL - TWIN HILLS UNION SCHOOL DISTRICT  
700 WATER TROUGH ROAD, SEBASTOPOL, CA 95472

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## Preface

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At the core of Orchard View School (OVS) improvement is the collaborative work of teachers and staff to input ideas, share knowledge, and seek advice from the school community. At OVS change is promoted from within and in accordance with Charter School law, Independent Study law, and California Ed Code.

As a small school, all Supervising Teachers are considered part of the WASC team. In a process of annual review, teachers document action, plan activities, and note progress. In 2015, a four-person leadership team was formed to help compile progress related to the school-wide action plan and update the profile. In 2018, a three-person leadership team was formed to initiate the Focus on Learning Process, organize the school community into focus groups, and to consolidate their findings within this report.

Because of the collaborative nature of the school and the autonomy granted it as a Charter School, OVS is able to seek innovation and promote change quickly. OVS prides itself as being in a mode of continual improvement.

Three significant events have impacted the school within the last accreditation cycle. The first was the introduction of the California Common Core standards, the advent of CAASPP, and the transition from STAR to SBAC testing. This transition demanded much of the school's attention in the first two years of the current accreditation cycle. Initially, the staff chose to focus on action steps related to the significant changes in instruction, in particular the key shifts in math and ELA.

Second was the change to California's school funding law and the introduction of the Local Control Funding Formula (LCFF) which requires schools to involve stakeholders in planning and decision making. As a Charter School, OVS is required to create its own Local Control and Accountability Plan (LCAP) which the school created with guidance from Sonoma County of Education (SCOE) and the Twin Hills Union School District (THUSD.) Since 2015, OVS has worked to improve the alignment of School-wide Action Plan to the school's LCAP.

The third event was the Sonoma County wildfire that occurred in 2017. Some members of the OVS school community lost their homes, and the school was closed for a week due to smoke. The school shifted its focus to help support students and to be part of the county-wide healing process. This created a critical need not reflected on our action plan. Smoke from Northern California wildfires caused a second school closure this year, and OVS looked to the THUSD for guidance in determining the threshold for school closure and maintaining air quality at school.

The self-study process is not limited to the actions of teachers. The school-wide action plan, initially created in 2013, has been shared and reviewed with stakeholders in the OVS

community. Members of the OVS advisory board, made up of teachers, parents, and a student representative, discuss items related to the action plan and help prioritize future goals. The 2013 WASC Self-study and the 2016 Mid-cycle report were shared with the THUSD superintendent and board members. The OVS director keeps the district informed of progress to the OVS action plan and the school's ongoing involvement in the WASC process. Throughout this process, OVS has benefited from a collaborative and collegial staff, a supportive parent community, at capacity enrollment, and financial stability.

The OVS Expected School-wide Learning Results (ESLRS) were adopted in 2013. At the beginning of the current self-study, the OVS staff reviewed the ESLR's. They determined that the ESLR's remained relevant to the mission and philosophy of the school and the 4 C's of 21<sup>st</sup> Century Learning Skills. However, when the focus groups met to analyze their findings it was evident that improvement in physical education was a critical need and there wasn't a school ESLR that addressed physical and socio-emotional learning. The teaching staff then added the following new ESLR: *Independent Learners who develop skills and self-awareness to live a healthy and productive life.*

School-wide surveys, CAASPP data, academic engagement, demographic data and other local indicators were used to help update the school profile, evaluate educational experiences, and create the action plan according to school-wide learner outcomes and academic standards.

Reviewing this data within the context of the WASC Focus on Learning gave the school the opportunity to review current educational practices at OVS and determine what needs to be improved. In doing so, newer staff gained a historic perspective to the development and accomplishments of the school. Staff members who have participated in previous WASC self-studies and new teachers came together as a professional learning community where both past experiences and new insights were beneficial to the outcome. After careful evaluation they identified the most pressing areas of need and created three action plan goals that align with the school's LCAP goals.

This new action plan is broader in reach than previous action plans and will allow the school to pinpoint specific areas of need and integrate action steps across goals. OVS is confident they can implement and monitor the new plan and has taken steps to institute a semi-annual review based on the ACS WASC Cycle of Quality.

| OVS Self-Study Timeline |  |  |
|-------------------------|--|--|
| DATE                    | STAKEHOLDERS   | ACTIVITY   |
| 10.2.2018               | Supervising Teachers   | Leadership gives WASC overview, introduces Self-Study and Home Group assignments   |
| 10.16.2018              | Home Groups including Supervising Teachers and Independent Contractors | Evidence collection for Chapter III  |
| 11.6.2018               | Focus Groups   | Leadership gives Focus Group assignments and deadlines. Focus groups begin evidence collection.  |
| 11.7-12.3.2018          | Focus Groups   | <input type="checkbox"/> Have completed 3 classroom observations<br><input type="checkbox"/> Have completed 3 student interviews<br><input type="checkbox"/> Have completed 3 parent interviews<br><input type="checkbox"/> Have reviewed data and findings<br><input type="checkbox"/> Have created outline of written response |
| 12.4.2018               | Focus Groups   | Focus Groups input findings for Chapter III  |
| 12.18.18                | Focus Groups   | <input type="checkbox"/> Review and complete findings and evidence.<br><input type="checkbox"/> Turn in completed draft at the end of the meeting.   |
| 1.15.19                 | Supervising Teachers   | Give feedback to leadership team on areas of strength and growth needs   |
| 1.29.19                 | Advisory Council   | Leadership Team outlines WASC process and solicits parental and student input on some strengths and growth needs   |
| 2.5.19                  | Supervising Teachers   | Create Action Plan   |
| 2.14.19                 | Leadership Team  | Turn in Self Study   |

# Chapter One

## Progress Report

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*empower*

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*I loved my time at OVS and felt that the school really supported my intellectual growth, it was the perfect balance of structure and freedom...I was able to pursue my academic interests to a degree I wouldn't have been able to elsewhere.*

*OVS Alumni Survey*

## **Chapter One**

### **Progress Report**

#### **Significant Developments since 2013:**

- SBAC scores consistently above state and county scores
- Three National Merit Finalists
- Increased Enrollment
- Increased number of on-site classes
- Textbook assistance for students dually enrolled at the community college
- New OVS website and Homework Portal
- Common Core Aligned Curriculum
- Chromebooks in classrooms
- Charter Renewal

Orchard View School has steadily progressed since opening in 2000 and continues to build its programs to meet the needs of students and their families. OVS takes great pride in providing students with a personalized and flexible learning environment. Teachers and staff are committed to a continual process of school improvement to achieve this and other goals. Working together with the school community, OVS has made significant changes to its curriculum and instructional programs and continues to make gains in student achievement.

During the second OVS self-study in 2013, two critical areas of need aligned to the school's ESLRS were identified resulting in Goals 1 & 2 of the School-wide Action Plan.

1. *Develop a plan to improve math skills at all grade levels.*
2. *Develop resources that link to job skills, career education, and support for students entering the 21<sup>st</sup> century workforce.*

Upon review of the self-study and school visit, the 2013 Visiting Committee recommended two additional areas of critical need giving impetus to the addition of Goals 3 & 4.

3. *Develop consistent and measurable expectations of achievement and student performance.*
4. *Best Practices in classes to address Common Core, ESLRS and 21<sup>st</sup> Century Skills.*

Progress and changes to each of the goals on the school-wide action plan, their alignment to the school's ESLRS, and their corresponding LCAP goals are documented below.

|                                     |  |
|-------------------------------------|--|
| <b>Critical Need # 1</b>            | <b>Develop a plan to improve math skills at all grade levels</b>   |
| <b>Growth Target</b>                | <p><b>2013-16:</b></p> <ul style="list-style-type: none"> <li>• 5% more students annually will score proficient or above in Algebra I and Algebra II on the CST.</li> <li>• 80% of all students identified annually as Far Below Basic or Below Basic will progress one performance level or more in math on the CST.</li> </ul> <p><b>2016-19: (Aligned to LCAP Goals and to correlate with CAASPP scores)</b></p> <ul style="list-style-type: none"> <li>• CAASPP Scores in MATH for grades 3-8 &amp; 11 will improve by 5%</li> </ul> |
| <b>ESLRS</b>                        | <b>Educated Individuals, Critical Thinkers</b>   |
| <b>Corresponding LCAP Goal: # 1</b> | <b>To provide each student with the opportunity to attain increasing levels of achievement that prepares them for success in the 21<sup>st</sup> century with district curriculum that is rigorous, aligned with Common Core Standards, and meets 21<sup>st</sup> century learning goals.</b>  |

### **Growth Target Progress:**

In 2013, the last year of the CST assessments in Algebra 1 and Algebra 2, OVS students had made significant gains since the prior year: 94% of all Algebra 1 students scored proficient, the number of Algebra 2 students scoring proficient increased from 13% to 31%. Despite this dramatic gain, OVS continued to work on each step of the action plan, and faced an additional challenge in readying the school and preparing students for the Smarter Balance assessments.

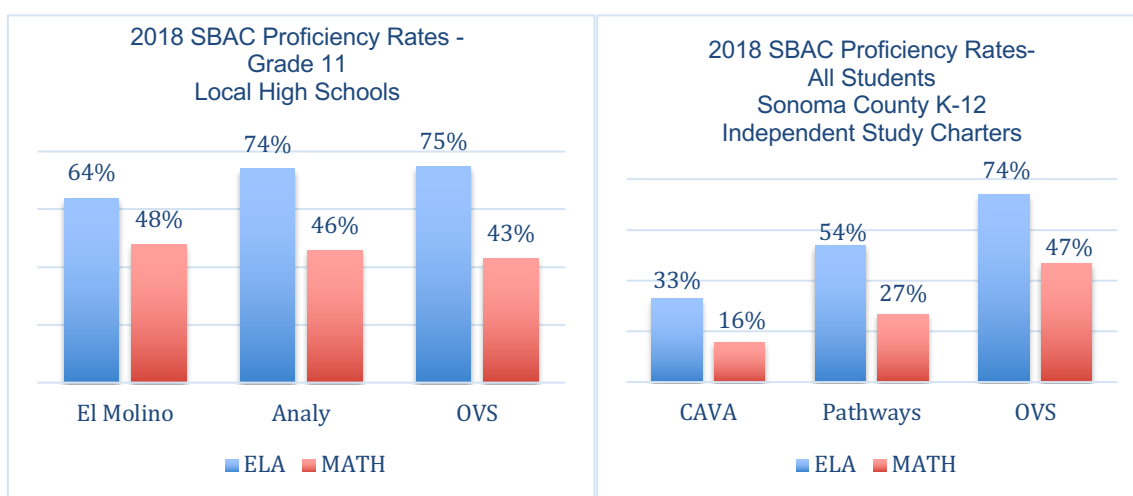
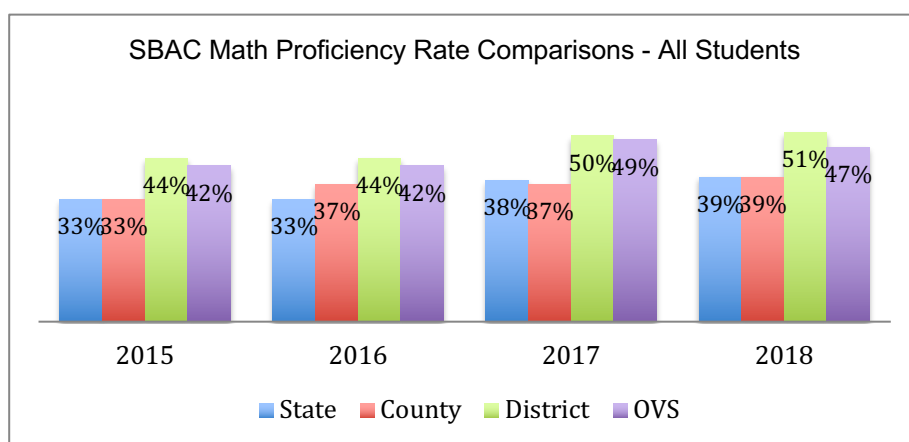
Since 2013, OVS has purchased Common Core aligned math textbooks for all grades. The school has increased its tutorial hours, added online support, added classes, hired staff, transitioned to CC math, and supported professional development in math. Two teams of teachers participated in the SCOE Math Leadership Network at both the middle and high school levels. OVS worked with other local high schools to create a plan to transition to integrated math, and has now successfully transitioned to Math 1, Math 2, and Math 3. The school has received U.C. approval for three new *a-g* math classes: Math I, Math II, and Trig/Pre-calculus. Onsite classes are offered in Math 7, Math 8, Math 1-3 and Trig/pre-calculus. Students wishing to take more advanced level mathematics have the opportunity to take, without cost, community college classes at the Santa Rosa Junior College (SRJC.)

In 2014, OVS participated in the Smarter Balance field test. In preparation, OVS purchased Chromebooks and teachers participated in a variety of professional

Development events. OVS administered SBAC tests in both ELA and Math for the first time in the spring of 2015.

The following year, scores for OVS students in all grades exceeded the county, and state SBAC average scores. OVS ranked in the top five scoring Sonoma County high schools in both Math and ELA. A new growth target was established for both the Action Plan and the LCAP goals using the 2016 SBAC scores as a baseline.

In 2017, Math scores for “all students” had risen by five percentage points. OVS scores continue to exceed the state and county scores. OVS scored significantly higher than other Sonoma County independent study schools and was just slightly below the local comprehensive high schools. In 2018, OVS math scores dipped by two percentage points.





By the 2016 WASC review, OVS had successfully completed eight of the ten steps laid out in the 2013 action Plan. The staff determined that while the school has made progress in Step 6- *provide parents support and training with current math materials*, and Step 9- *coordinate all online math resources, tutorials, and classes*, continued effort was needed in both areas.

Since 2016, OVS has continued to work to improve math instruction, align curriculum, and provide math support to students and homeschooling parents in accordance with the action plan steps and LCAP goals. The school hired a math teacher to oversee the math department, added an Annual Math Night, increased common planning and math tutorial hours, created integrated lesson plans, and instituted a Math Placement Policy. All actions by the school to improve math skills for all grade levels are listed below.

| Orchard View School's Actions  | Integrated Critical Needs |
|--|---------------------------|
| <ul style="list-style-type: none"> <li>Math Committee formed with 3 OVS staff and 3 contract teachers</li> </ul>   | <u>Goal 4</u>             |
| <ul style="list-style-type: none"> <li>Participation in Professional Development, West County Math transition meetings, product presentations and webinars</li> </ul>                                    | <u>Goal 4</u>             |
| <ul style="list-style-type: none"> <li>Coordinated MARS tasks for all grade levels and made available to all teachers</li> </ul>   | <u>Goal 4</u>             |
| <ul style="list-style-type: none"> <li>Purchased and implemented DreamBox, an online adaptive math program. Providing weekly DreamBox lab for students in grades 3-5</li> </ul>                          | <u>Goals 3 &amp; 4</u>    |
| <ul style="list-style-type: none"> <li>Created and completed a Common Core math transition plan that aligned with local West County high schools</li> </ul>  | <u>Goal 4</u>             |
| <ul style="list-style-type: none"> <li>Purchased new CCCS aligned math curriculum and materials for k-8 and high school with digital resources. Aligned Teaching Textbook curriculum to CCCS.</li> </ul> | <u>Goal 4</u>             |
| <ul style="list-style-type: none"> <li>Provided parents in grades K-6 with online teacher editions and lesson support for MyMath</li> </ul>  | <u>Goal 3 &amp; 4</u>     |
| <ul style="list-style-type: none"> <li>Submitted to the University of California and received a-g approval for Math I, Math II, Math III &amp; Trig/Pre-calculus</li> </ul>                              | <u>Goals 2 &amp; 3</u>    |
| <ul style="list-style-type: none"> <li>Hired a credentialed math teacher to oversee math department</li> </ul>   | <u>Goal 3</u>             |
| <ul style="list-style-type: none"> <li>Integrated math into Chemistry and invited STEM professionals to do lessons in science class</li> </ul>   | <u>Goal 4</u>             |



| Orchard View School's Actions Continued | Integrated Critical Needs |
|---|---------------------------|
|---|---------------------------|

- |  |                        |
|--|------------------------|
| <ul style="list-style-type: none"> <li>• Providing links on the OVS website to online math resources and homework assignments for onsite 7-12<sup>th</sup> grade math classes</li> </ul>   | <u>Goal 4</u>          |
| <ul style="list-style-type: none"> <li>• OVS Math teacher created and posted lesson plans for grades 5 &amp; 6 integrating curriculum with Kahn Academy resources and added supplemental tasks that apply and extend concepts and encourage student- parent conversations</li> </ul> | <u>Goal 4</u>          |
| <ul style="list-style-type: none"> <li>• Funded planning time for contract math teachers to meet with Math teacher for common planning</li> </ul>  | <u>Goal 4</u>          |
| <ul style="list-style-type: none"> <li>• Math teachers met and identified areas of focus to increase math skills school-wide how &amp; to integrate technology into classes</li> </ul>   | <u>Goal 4</u>          |
| <ul style="list-style-type: none"> <li>• Math teachers met and established a sequence of math topics for high school math classes</li> </ul>   | <u>Goals 3 &amp; 4</u> |
| <ul style="list-style-type: none"> <li>• Increased math tutorial hours for students in grades 8-12</li> </ul>  |                        |
| <ul style="list-style-type: none"> <li>• Instituted an annual Math Night in 2017 with student presentations, activities, and career connections</li> </ul>   | <u>Goals 2 &amp; 4</u> |
| <ul style="list-style-type: none"> <li>• Providing textbook assistance to students in grades 10-12 at the SRJC to facilitate free access to college level math classes</li> </ul>  | <u>Goal 2</u>          |
| <ul style="list-style-type: none"> <li>• Created standards aligned evaluation forms for students in grades K-8</li> </ul>  | <u>Goal 3</u>          |
| <ul style="list-style-type: none"> <li>• Created and implemented 9<sup>th</sup> grade math placement policy to ensure students are placed in the appropriate high school math course</li> </ul>  | <u>Goal 3</u>          |

|                                     |  |
|-------------------------------------|--|
| <b>Critical Need # 2</b>            | <b>Develop resources that link to job skills, career education, and support for students who are entering the 21<sup>st</sup> Century workforce.</b>   |
| <b>Growth Target</b>                | <b>2013-onward:</b> <ul style="list-style-type: none"> <li>• 100% of students in grades 8 -12 will have met with a college and career counselor</li> </ul> <b>2015-2016:</b> <ul style="list-style-type: none"> <li>• 100% of students in grade 12 will have free access to SRJC courses including CTE courses</li> </ul> <b>2016- 2017:</b> <ul style="list-style-type: none"> <li>• 100% of students in grades 11 &amp; 12 will have free access to SRJC courses including CTE courses</li> </ul> <b>2017-2019:</b> <ul style="list-style-type: none"> <li>• 100% of students in grades 10 - 12 will have free access to SRJC courses including CTE courses</li> </ul> |
| <b>ESLRS</b>                        | <b>Effective Communicators, Contributing members of Society</b>  |
| <b>Corresponding LCAP Goal: # 3</b> | <b>To encourage all students to become Independent Learners who strive to expand their own intellectual growth, explore school and career opportunities, set goals and manage time effectively.</b>  |

### **Growth Target Progress:**

OVS has made significant progress towards addressing this critical need. The original growth target was changed to include a target for a newly formed program to assist students who were concurrently enrolled at a community college. The growth target citing career education requirements was dropped when the school decided adding graduation requirements would work against transfer students. A decision was made to focus on college and career counseling and later to expand access to CTE courses and certificate programs available at the local community college.

In the 2016 Mid-cycle report, OVS reported that during the 2013-2014 school year, they had increased group presentations by the college counselor to include all students in grades 8 - 12. Since 2013 the counselor has staged a variety of annual events including group presentations, financial aid workshops, individual meetings with students, and college tours. The counselor reads transcripts of all incoming and graduating high school students and meets with Supervising Teachers as needed to plan and review academic plans.

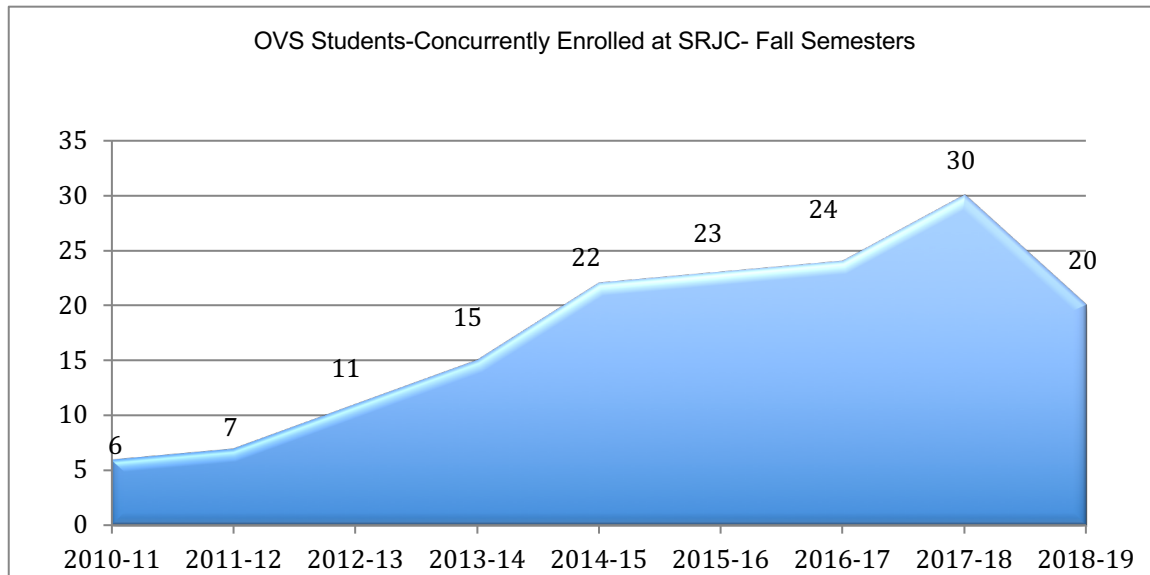
A point of pride for OVS has been the accomplishment of three students who became National Merit Semifinalists since 2013. The counselor worked individually with each of these students to navigate the application process and successfully reach Finalist status. The counselor works with all OVS students going to community colleges or applying directly to four-year colleges throughout the application process.

In 2016-2017 OVS used funds from the College Readiness Block Grant to hire the College Counselor in a .8FTE position, thus increasing the counselor's hours and presence on campus. The counselor worked diligently with the school director and teachers to help the school accomplish the defined goals in the schools grant application. In 2018-19 the position was reduced to a .5FTE.

As part of the College readiness Block Grant the school also offered free PSAT testing for students, provided additional study halls, and updated college and career information on the school website. A new school website was designed in 2018 with a designated college and career quick link to direct students and parents to career exploration sites as well as college and financial aid information.

In 2015 OVS actively sought ways to increase student enrollment at the local community college, Santa Rosa Junior College. The OVS director and a supervising teacher attended a statewide conference to promote Early/Middle College Programs. While tuition at SRJC is free to Sonoma County high school students, OVS determined that the cost of textbooks was prohibitive to some students. A textbook assistance program was piloted in the 2015 spring semester for seniors and since expanded to include students in grades 10-12. Each student in those grades who is dual enrolled receives a credit of three hundred dollars per semester to purchase required textbooks.

This program has had immediate effects; the number of students choosing early graduation has sharply declined, and the number of students attending SRJC has steadily increased. Data shows that the fall enrollment for 2018 had declined although initial data shows that number has increased for the spring semester.



Access to college level courses and career training at SRJC is a unique opportunity for students enrolled in independent study. OVS is in active communication with the SRJC dual enrollment department and participates in SRJC high school outreach events.

Since 2015 OVS students have had access to over eighty CTE Odysseyware classes, however they have proven to be unpopular with students. Currently there are no students enrolled in Odysseyware classes, and they will be discontinued next year.

For students in grades K-7, OVS has added enrichment classes emphasizing career skills including STEM activities, coding, digital storytelling, maker's lab, and animation. Students in grades 8-12 have the opportunity to take agro-ecology, coding, photography, and Maker's Lab in addition to academic and fine art classes on campus. Increased funding for technology has allowed the school to purchase Chromebooks and iPads, greatly increasing the use of technology in onsite classes.

OVS offered high school students the opportunity to participate in the Farms Program (2015-2016) and the Laguna project (2015-2017) allowing students to gain field experience working in the community. Currently, OVS students are participating in a joint recycling and composting program with Apple Blossom school.

The flexibility of Independent Study schools allows students to work in the community or in family owned businesses. At present, thirty OVS high school students are employed part time. Students also have the opportunity to intern or volunteer at worksites or community organizations. A popular place for OVS students to volunteer has been CERES, a local organization that supports low-income people with serious health challenges by providing them with meals, nutrition education and community support. Meals are prepared by youth

ages 14 and up who volunteer in their production garden and commercial kitchen. Students volunteering at CERES can also earn high school credits.

Between 2014 and 2016 four OVS students were chosen to participate in a summer research program- the Sonoma State University Summer HS Internship Program (SHIP) sponsored by the school of Science and Technology and the County Office of Ed. Highly competitive, an average of seventeen talented and interested students are chosen to work on challenging projects, becoming familiar with research and facilities while working alongside an SSU professor.

| Summer HS Internship Program ~ Sonoma State University |                      |                      |                                    |   |
|--|----------------------|----------------------|------------------------------------|---|
| Year   | Student              | Faculty Mentor       | Department                         | Project   |
| 2014   | Alex Katz            | Dr. Lynn Cominsky    | Physics & Astronomy                | Monitoring Active Galaxies with the GLAST Optical Robotic Telescope |
| 2015   | Fiona Hall-Zazueta   | Dr. Daniel Soto      | Environmental Studies and Planning | Estimation of Rural Electricity Demand                              |
| 2016   | Lily Leveque Eichorn | Dr. Mackenzie Zippay | Biology                            | Gradients in Metabolic Performance Across a Dynamic Intertidal Zone |
| 2016   | Brendan Quinlan      | Dr. Lynn Cominsky    | Physics & Astronomy                | Rocketry Experimentation and Investigations                         |

OVS students are currently volunteering or interning at various organizations including: The Bodega Marine Biology lab, Bird Rescue, The Imaginist Theater Company, CERES, 350 Bay Area, The OVS-AB Composting and Recycling Program, and Apple Blossom School classrooms.

OVS has met their growth targets in terms of access to college and career counseling, college textbooks, and access to CTE courses and is committed to continuing these programs.

## Orchard View School's Actions

## Integrated Critical Needs

- Increased group and individual meeting time for students in grades 8-12 with College Counselor. OVS increased counseling by hiring an Academic Counselor .8FTE for 2017-18 to work with students and expand counseling and career services.

| Orchard View School's Actions Continued   | Integrated Critical Needs |
|---|---------------------------|
| <ul style="list-style-type: none"> <li>Implemented a textbook assistance program for all OVS seniors attending the SRJC in 2015. Expanded to grades 10-12 by 2018. Dual enrollment allows students to take CTE courses and earn credits in certificate programs and CSU/UC IGETC courses to transfer to four-year colleges and universities.</li> </ul> | <u>Goals 1 &amp; 4</u>    |
| <ul style="list-style-type: none"> <li>Director and teacher attended CA Early/Middle School Conference to learn more about school/college partnerships</li> </ul>   |                           |
| <ul style="list-style-type: none"> <li>Created independent study Culinary Arts and Fashion Design classes aligned with CTE</li> </ul>   | <u>Goal 4</u>             |
| <ul style="list-style-type: none"> <li>Developed career- related math activities to share with OVS teachers</li> </ul>  | <u>Goal 1</u>             |
| <ul style="list-style-type: none"> <li>Invited STEM professionals to visit science and robotics class</li> </ul>  | <u>Goal 4</u>             |
| <ul style="list-style-type: none"> <li>Purchased and implemented Vernier STEM software for science classes</li> </ul>   | <u>Goal 4</u>             |
| <ul style="list-style-type: none"> <li>Participated in the Sonoma County Farms Program 2015-2016</li> </ul>   | <u>Goal 4</u>             |
| <ul style="list-style-type: none"> <li>Students participate in Laguna restoration project and working with professional habitat restoration specialist 2015-2017</li> </ul>   | <u>Goal 4</u>             |
| <ul style="list-style-type: none"> <li>Developed lessons utilizing the Bureau of Labor Statistics website- occupational outlook and created college skills course for students enrolled in the SRJC.</li> </ul>   | <u>Goal 1</u>             |
| <ul style="list-style-type: none"> <li><i>Real World Problem Solving</i> readers in math, science, and social studies are included in new K/5 curriculum.</li> </ul>  | <u>Goals 1 &amp; 4</u>    |
| <ul style="list-style-type: none"> <li>Grade 7 students participated in "Schools of Sustainability" workshop to learn about real-life sustainability issues and the film making process.</li> </ul>   | <u>Goal 4</u>             |
| <ul style="list-style-type: none"> <li>Supervising teachers have developed Life Skills/Career Skills lessons and work with students to create resumes, explore careers, integrate job skills assignments with student held jobs, and confer with school counselor to best assist student with college/career plans.</li> </ul>                          | <u>Goal 4</u>             |

| Orchard View School's Actions Continued   |  | Integrated Critical Needs |
|---|--|---------------------------|
|   |  | <u>Goal 4</u>             |
| <ul style="list-style-type: none"> <li>Students have participated in class activities including: (7th grade) "schools of sustainability workshops to learn about real-life sustainability issues; (4/5th grade) Writing Workshop emphasizing collaboration and cooperation with real world and workplace applications as a part of the reflective process</li> <li>Created new OVS website with links to college and career resources, graduation requirements, class schedules, and academic planning tools</li> </ul> |  |                           |
| <ul style="list-style-type: none"> <li>Added on-site elective courses in agro-ecology, digital storytelling, animation, coding, Photoshop, photography, graphic arts with Illustrator, and Make workshops</li> </ul>  |  | <u>Goal 4</u>             |
| <ul style="list-style-type: none"> <li>Helped design and develop new Maker's lab on the Apple Blossom campus to share resources and expand opportunities in Make and Stem activities for OVS students</li> </ul>  |  | <u>Goal 4</u>             |

|                                     |   |
|-------------------------------------|---|
| <b>Critical Need # 3</b>            | <b><i>Develop consistent and measurable expectations of achievement and student performance.</i></b>  |
| <b>Growth Target</b>                | <p><b>2013-14: OVS will develop and implement a writing portfolio requirement for all grades based on the Common Core anchor standards for writing with defined and measurable expectations.</b></p> <p><b>2016-17: OVS will create new standards based year-end evaluations for grades K-8</b></p> <p><b>2017-ongoing: OVS will research and create a depository of formative and summative assessments for grades K-7</b></p> <p><b>2017-ongoing: OVS will develop course descriptions and syllabi for all high school courses.</b></p> |
| <b>ESLRS</b>                        | <b>Educated Individuals</b>   |
| <b>Corresponding LCAP Goal: # 1</b> | <b>To provide each student with the opportunity to attain increasing levels of achievement that prepares them for success in the 21<sup>st</sup> century with district curriculum that is rigorous, aligned with Common Core Standards, and meets 21<sup>st</sup> century learning goals.</b>   |

**Growth Target Progress:**

Given the broad strokes of this critical need, OVS decided to approach it incrementally. With the challenge of transitioning to the Common Core standards and preparing students for SBAC testing, the decision was made to require writing portfolios for all students in all grades. These portfolios would include annual writing samples encompassing all three types of writing: argument/opinion, informative/explanatory, and narrative.

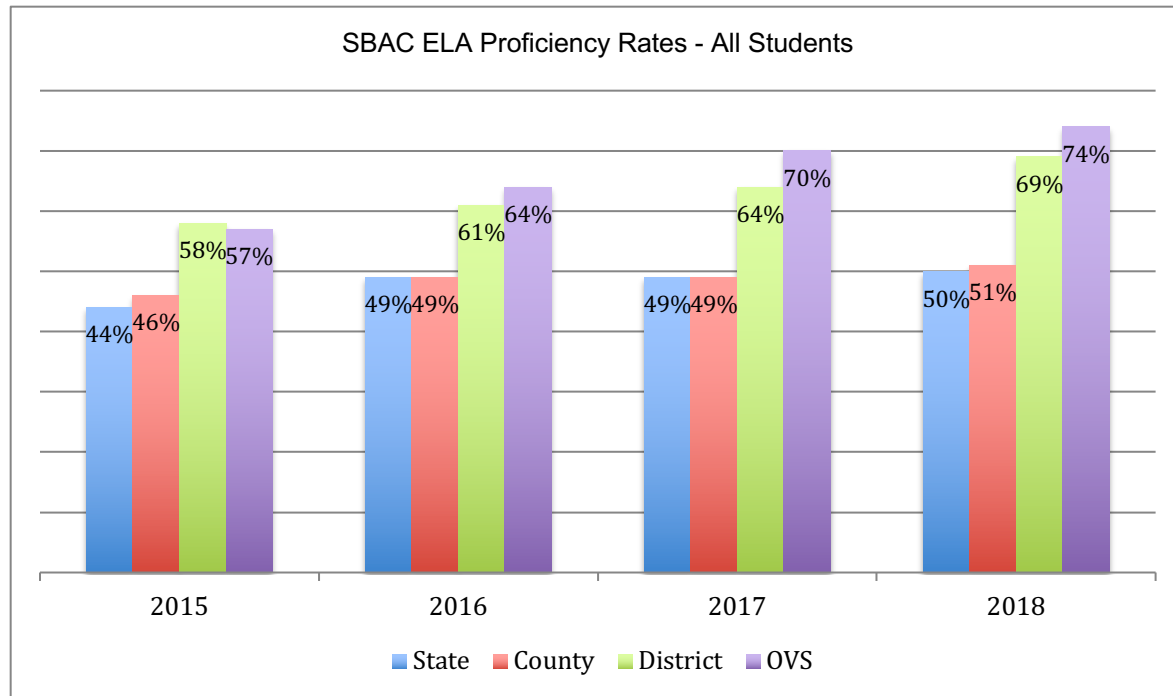
In 2014, the *OVS Writing Portfolio* website was developed which includes the corresponding standards, prompts, and common core aligned rubrics for each grade level or span. In addition, the school contracted with the Sonoma County Office of Education to provide in-house professional development for all teachers around Common Core ELA.

In 2016, a new action step and growth target was added. Supervising teachers formed a committee to create new evaluation forms. At OVS students in grades k-8 do not receive report cards, but instead are evaluated at the end of each school year. This evaluation is shared with the parents, and their input, as homeschooling parents, is taken into consideration. The new CA CCSS aligned evaluations are mailed home and are a part of the student's permanent record.

In 2017, OVS began to direct its focus on articulating consistent expectations of achievement for high school classes. An ongoing challenge for teachers has been how to address students' individual needs and their interests without compromising consistent levels of expectation. Teachers began creating class syllabi for courses delivered in onsite classes and independently that meet the CA CCSS and UC a-g expectations, but remain broad enough to allow for flexibility and interest-based projects. Class descriptions and syllabi are posted on the OVS website under the Academics tab. OVS hopes to complete this project by 2019 with the understanding that it will be ongoing and syllabi will be reevaluated and updated annually.

In the same year, teachers of students in grades K-8 met to research and create a depository of assessment tools available to OVS teachers. This was an important first step to address how and when OVS and homeschooling parents use assessment to guide instruction and practices. OVS recognizes the need to continue to evaluate the school's expectations as well as our evaluation and assessment practices. As such, this critical need will also be included in our 2019 action plan. OVS recognizes that the incremental actions already taken to meet this critical need have been important first steps. The ELA proficiency rate for all students has improved by 17% since 2015, and OVS students have consistently scored higher than the state, county and district.





## Orchard View School's Actions

## Integrated Critical Needs

- English Committee implemented writing portfolio project for students in all grades based on CA CCSS and created a Writing Portfolio Website
 Goal 4
- Project articulated to parents
- Strategized way to use rubrics for grading and assessment
 Goal 4
- Revisions and additions of Portfolio Prompts aligned with Common Core standards
 Goal 4
- Created Writing Portfolio Website with CC aligned prompts and rubrics
 Goal 4
- Supervising teachers assigned and tracked progress in writing using rubrics and portfolio requirements. Individual teachers developed a number of strategies using portfolio prompts and rubrics to support their students in writing including using rubrics to grade all papers, including standards on assignment sheets, developing essay guidelines that follow rubric expectations, and sharing with parents so they understand grade level expectations.
 Goal 4

| Orchard View School's Actions Continued | Integrated Critical Needs |
|---|---------------------------|
|---|---------------------------|

- Created standards based year-end evaluations for students in grade K-8 Goals 1 & 4
- OVS K-8 teachers compiled a binder of available formative and summative resources. Goals 1& 4
- Class and Supervising teachers created syllabi for OVS high school classes to be posted on the OVS website. Goals 1 & 4

|  |   |
|--|---|
| <b>Critical Need # 4</b>                       | <b><i>Best Practices in classes to address Common Core, ESLRS and 21<sup>st</sup> Century Skills</i></b>  |
| <b>Growth Target</b>                           | <b>2013-onward: All OVS teachers will have the opportunity to participate in professional development to learn best classroom practices, use of technology, new instructional skills, and intellectual growth.</b>  |
| <b>ESLRS</b>                                   | <b>Educated Individuals, Critical Thinkers, Creative Thinkers, Effective Communicators, Contributing members of Society</b>   |
| <b>Corresponding LCAP Goals: # 1 &amp; # 2</b> | <b>To provide each student with the opportunity to attain increasing levels of achievement that prepares them for success in the 21<sup>st</sup> century with district curriculum that is rigorous, aligned with Common Core Standards, and meets 21<sup>st</sup> century learning goals.</b><br><br><b>To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents</b> |

### **Growth Target Progress**

OVS teachers have participated in a wide variety of facilitated learning opportunities since 2013 as evident in the list found on page ten of this report. Both the school and the district support professional development. Fees and travel costs are paid for. In addition, teachers are paid for up to fifteen hours of professional development that occurs outside of school hours.

Within the Bay Area, teachers have access to a wide variety of conferences, workshops, and other innovative educator events, and the Sonoma County Office of Education, offers a wide variety of classes, and workshops.

New technological and curriculum resources at OVS have fueled interest in common core and technology based professional development. From Shadow Puppet Theater to the Five Minute Film Festival, new activities and instructional methods in OVS classrooms are a direct result of our increased emphasis on Professional Development.

A full list of Professional Development conferences, workshops, and classes attended by OVS teachers can be found in Appendix B.

| Orchard View School's Actions   | Integrated Critical Needs |
|---|---------------------------|
| <ul style="list-style-type: none"> <li>Since 2014 Teachers have participated in a wide variety of school funded Professional Development opportunities to address Common Core, ESLRS, and 21st Century Skills.</li> </ul> | <u>Goals 1,2 &amp; 3</u>  |
| <ul style="list-style-type: none"> <li>Teachers participated in ELA, Math, History, and other committees to strengthen practices and content knowledge</li> </ul>   | <u>Goals 1, 2 &amp; 3</u> |
| <ul style="list-style-type: none"> <li>OVS purchased new textbooks and digital resources in Math, ELA, Health, and Social Studies including Government and Economics aligned with the CA CCSS.</li> </ul>                 | <u>Goal 3</u>             |
| <ul style="list-style-type: none"> <li>Increased use of technology and individual devices in classrooms. OVS purchased new computers, Chromebooks, and iPads for classroom use</li> </ul>                                 | <u>Goals 1, 2 &amp; 3</u> |

## LCAP Review of Performance

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This review was based 2017 data and is found on page 2 of the 2018-2019 OVS LCAP (See appendix A)

### **Greatest Progress:**

The LCFF Evaluation Rubrics place all students in grades 3-8 in the GREEN range for ELA and the YELLOW range for Mathematics. The 27 students in grade 11 did not meet the 30 student threshold to be designated by a performance level color. The suspension rate status is very low, BLUE. Graduation rate increased by 2.4% and had a status of VERY HIGH (100%.) Data for sub groups in all areas was unavailable. As shown in the status and change report, significant increases were made by students in grades 3-8 in ELA (+13.6 points) and in grade 11 Math (+39.4 points.) Status was maintained in grades 3-8 Math (+1.9 points.) OVS believes that Dreambox Math Lab, increased math tutorials, and early adoption of common core curriculum have contributed to the increase in for all grades. In addition, math curriculum for grade 6 was developed and aligned with digital support for parent and student success. In all reported grades we believe that the increase in student scores in ELA has been influenced by common core aligned curriculum, increased and focused instruction on campus in writing, the OVS writing portfolio requirement, and ongoing professional development.

### **Greatest Needs:**

Due to the small number of students in each subgroup (and in grade 11 the total number of students) data is not available. Overall performance for all students in grades 3-8 is Yellow in Math and GREEN in ELA. Progress was made in grades 3-8 and 11 in both ELA and Math. The greatest need falls under college and career measures. OVS will focus on increasing the number of students designated as prepared. OVS will continue to have an academic counselor for the upcoming school year and will expand our successful textbook assistance program for students concurrently enrolled at the community college. In addition, a new website will provide students with concurrent information regarding links to colleges and careers.

## Chapter Two

### Student and Community Profile

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#### *engage*

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*Small class size allows for individual instruction and support. Student choice and flexibility allows for students to engage in their studies. I enjoy the variety of the teaching environment and the ability to be creative and to know my students.*

*OVS Teacher Survey*

## **Chapter Two**

### **Student Community Profile and Supporting Data and Findings**

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Orchard View School is a K-12 independent study charter school located fifty-five miles north of San Francisco, adjacent to the city of Sebastopol, California. The community is semi-rural, in the heart of the wine country, with generally high educational and socio-economic levels. Sixty percent of Orchard View School parents have a college degree or higher based on data given at the time of student enrollment.

Orchard View School (OVS) appeals to a wide variety of students including, but not limited to, those who are not being challenged, those who are falling behind, those who have ambitious outside activities, and those whose families value the uniqueness of home schooling.

Because of the unique nature of independent study, OVS teachers are able to create individual plans for each student based on their strengths and weaknesses within the parameters of the standards. OVS uses a flexible learning approach to provide students with choices about where, when, and how learning occurs. One distinguishing feature of OVS compared to other independent study schools is the wide variety of on-campus workshops and seminar style classes that are offered at all grade levels. Ninety-three percent of OVS students take advantage of some type of on-campus group instruction resulting in an active campus and sense of community.

#### **History**

Orchard View School was chartered by the Twin Hills Union School District on May 4, 2000. Based on parent and student requests, the director and teachers of the district's K-8 independent study program (originally created in 1989) designed the charter school to provide K-12 home-schooled students an opportunity to participate in an academically rich environment while still maintaining a strong home-study connection. A charter was written and board approved in the spring of 2000. OVS opened its door in September 2000 with 140 students, grades K-10 and has since grown to 237 students in grades K-12. The charter has been renewed three times, in 2004, 2009, and 2014.

OVS is one of four schools within the Twin Hills School District. The district consists of Apple Blossom, a traditional K-5 elementary school; Twin Hills, a charter middle school, SunRidge, a Waldorf K-8 charter school; and Orchard View with a combined student population of 1,211.

## **Accreditation**

OVS completed its first full WASC self-study and visit in 2007. At that time the school was granted a six-year term with a three-year review. OVS completed its second full WASC self-study in 2013. The school was again granted a six-year term with a three-year review in 2016.

## **Mission Statement**

*Orchard View School seeks to empower all students to develop a passion for life-long learning by engaging them in a learning process that is designed to challenge their intellect and support their emotional growth and natural curiosity.*

## **Philosophy**

*Orchard View School will serve as an alternative vehicle for a comprehensive delivery of a rigorous and challenging education. By identifying, nurturing, and supporting the unique capabilities of every student, the Charter School will challenge all learners, including those whose learning modalities are best developed through a non-traditional school environment.*

Parents choose Orchard View for a variety of reasons including:

- Parents want more involvement in the education of their children
- The student has ambitious outside activities such as acting, dance, music, or athletic competition.
- The ability for students to work at their own pace because they are above or below grade level
- The student has social, emotional, or academic issues that are not met within a traditional classroom
- The family has philosophical reasons to homeschool their children

## **ESLRs:**

OVS revised their Expected School-wide Learning Results (ESLR'S) in 2013. All OVS stakeholders participated in a process of revision to create ESLR'S relevant to the current student population, 21st century learning skills, and the Common Core standards.

The ESLR's were reviewed again in 2018 and on the advice of teachers and administration an ESLR was added to address physical and socio-emotional learning. The teaching staff the added the following ESLR: *Independent Learners who develop skills and self-awareness to live a healthy and productive life.*





## **Expected School-wide Learning Results**

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### **Educated Individuals who:**

- meet or exceed the Common Core and California State Standards
- apply 21<sup>st</sup> century interdisciplinary themes to core subjects
- possess media, information, communication, and technology literacy

### **Critical Thinkers who:**

- effectively analyze, interpret, and evaluate evidence, arguments, claims, and points of views

### **Creative Thinkers who:**

- make decisions and collaborate with creativity and innovation

### **Effective Communicators who:**

- communicate clearly, collaboratively, and respectfully

### **Independent Learners who:**

- take initiative and strive to expand their own intellectual growth
- develop skills and self-awareness to live a healthy and productive life
- explore post-secondary school and career opportunities
- set goals and manage time effectively

### **Contributing Members of Society who:**

- exercise the rights and responsibilities of citizenship on a local, state, national, and global level
- demonstrate cultural awareness and appreciation of diversity



## **State Priority # 1: Basic (Conditions of Learning)**

### **Facilities**

The OVS Campus consists of eight rooms housing the main office, a teachers' resource center, a study hall/computer lab, a science classroom with lab facilities, an art room, and three other classrooms for group instruction.

Identified as an area of critical need in the 2007 WASC Self-study, facilities improvement took place in three stages. The final stage, completed in the summer of 2012, has created a cohesive campus built around a central quad with access to Apple Blossom School's play areas. In addition to the rooms mentioned above, OVS maintains its own restroom facilities, storage sheds, kiln room, and outdoor eating areas. Garden areas are maintained by the high school agro-ecology class. OVS students have shared access to Apple Blossom's playgrounds, multi-use room, digital lab, and maker's space.

The resource room, a designated meeting space for supervising teachers and students, was designed to create individual meeting spaces, student access to instructional materials, study areas, and a staff room. Classrooms were reconfigured to accommodate more classes and access to outdoor areas. The K-2 classroom was remodeled with age appropriate furniture and a designated outdoor patio and garden area. Solar panels installed district-wide in 2011 create shaded areas above the parking and eating areas. A PEP station, to charge electric vehicles, was installed in the parking lot, giving OVS the distinction of being one of the first schools in the United States to allow employees and students free access to electrical vehicle charging stations.

### **Health and Safety**

Orchard View School has adopted and implemented a comprehensive set of health and safety policies, incorporating those of the Twin Hills Union School District's School Wide Emergency Response Plan. Under the guidance of RESIG (Redwood Empire School Insurance Group), OVS submits their Emergency Operating Plan annually to the THUD School Board. OVS participates in all campus fire and earthquake drills with Apple Blossom School and hold lock down drills for all grades. All OVS rooms have safety locks that can be locked internally in the event of a lockdown. Emergency procedures are posted in every classroom. Of more recent concern has been air quality due to wildfire smoke, and OVS is working with the district to ensure that classrooms have heating and cooling systems with adequate filtration and air purifiers.

Staff members receive CPR training, and the school nurse provides annual epi-pen trainings. The school has a policy designating it as a drug, alcohol, and tobacco-free workplace. In addition, the school has a comprehensive set of discipline policies for students regarding attendance, mutual respect, substance abuse, violence, safety and academic expectation. These policies are included in the student handbook, and all students sign a behavior guideline form, which specifically school rules and expectations.

### **School Governance**

Orchard View School has a governance structure that is overseen by the Twin Hills Union School District Board of Trustees. The school is an arm of the district for administrative, financial and special education purposes. The OVS director, Catherine Stroud, reports directly to the school board at monthly meetings.

The OVS director works closely with the superintendent, Dr. Barbara Bickford, on management issues. She also participates in in monthly district management meetings with the three other school principals, the business manager, and the superintendent. The Twin Hills School Board and Superintendent are extremely supportive of OVS and work closely with the school in making major decisions.

OVS provides a handbook to all staff outlining defined responsibilities, policies, and procedures. The director oversees the daily operations of the school and makes decisions based on the input of all stakeholders. The OVS staff works as a team and participate in bi-staff meetings twice a month to discuss ideas, policies, and procedures. General conflicts are resolved as a group or between the parties involved, as appropriate, with the director providing assistance.

The OVS Advisory Board consists of five appointed members from the school community, three staff members, one student, and the director. While the Twin Hills Board of Trustees makes major decisions about the school, the advisory board acts as a liaison to the parent community and other staff members. The advisory board meets four times per school year to address school concerns and long-term goals. These recommendations are then reviewed by the director and acted upon accordingly.

### **Special Education**

Orchard View School and the Twin Hills School District have established a Memorandum of Understanding pledging to work together with the special education local plan area (SELPA) to ensure that a free and appropriate education is provided to all students with disabilities.

When a student enrolls in OVS with a current Individualized Educational Plan, an IEP meeting is held to determine if independent study is an appropriate placement to meet the educational needs of the student. If independent study is determined to be an appropriate placement and the student is from within the local SELPA, the IEP will be implemented as written. If the student is from outside the local SELPA, an individual education plan will be established within 30 days. If a student who is already enrolled at OVS is referred for evaluation to determine eligibility for special education services, the district's special education team will develop an assessment plan and conduct assessments if warranted following SELPA guidelines. An IEP meeting will then be held to determine eligibility and create the student's individual education plan.

Five percent of OVS students have IEP's; they work with the district's special education team for annual reviews, testing, curriculum consultation and appropriate services as determined by the IEP. This number includes students who are working with a speech teacher on a regular basis. A district special education consultant is assigned to OVS and coordinates and conducts IEP meetings and completes the necessary paperwork. The annual agreement governing Special Education and Related Services between OVS and the Twin Hills Union School District is included in the appendix.

### **Budget**

In May 2017, OVS was granted a five-year 100% funding determination for non-classroom-based charter schools, pursuant to SB 740. The Twin Hills District business manager reports that OVS is fiscally solvent and will continue to have positive balance through 2021-2021 (The multi-year projection is done for current year and two subsequent years only) with a projected ending fund balance of over 20%.

As part of the Local Control Funding Formula (LCFF) implemented in 2013, OVS School developed and adopted a Local Control and Accountability Plan (LCAP) for the 2013-2014 school year. The most recent annual update was completed in June 2018. Orchard View School is actively working to integrate the goals and action steps of the OVS WASC Action Plan with the LCAP goals that are made possible with the increased allocation of supplemental LCFF funding. The OVS Budget and LCAP are included in the appendix of this self-study report.

The Orchard View School's staff is made up of 13 certificated supervising teachers, an office manager, an office assistant, and a director. In addition to the supervising teachers, OVS employs 15 independent contractors who teach a variety of on-campus classes. Their special interests and areas of expertise allows OVS to offer a challenging and varied curriculum.

**Technology**

The school's wireless capability was expanded in 2011 with the installation of a Ruckus Smart Wi-Fi system. Since that time, the use of technology at OVS has greatly expanded to embrace 21st century learning and to administer CASSPP, and the school has acquired 75 Chromebooks, and 20 iPads. All supervising teachers are provided with a laptop and an iPad. Each classroom has a digital projector, laptop, and Apple TV. In 2018, Sonic installed gigabit fiber providing the shared campus of Apple Blossom and OVS internet connectivity with fast and reliable internet connectivity.

**Staffing**

OVS supervising teachers have a clearly defined job description that includes responsibility for the development and oversight of an individualized instructional plan for each of the twenty-two students on their caseload. They meet with their students and parents on a regular basis to discuss educational goals, plan and design instruction, review student work, assess student progress and complete necessary documentation for independent study. In addition to the supervision of individual students, OVS teachers offer group instruction in an academic area of strength.

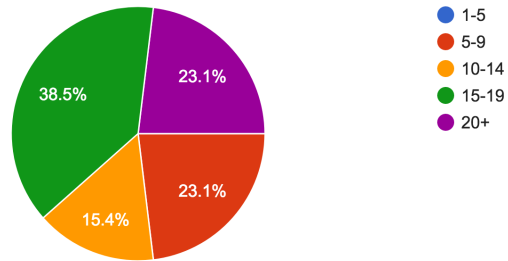
All of the OVS supervising teachers are fully credentialed and members of the Twin Hills Teachers Association. Teachers' pay is based on the certificated salary schedule with dental and medical benefits provided. Independent contractors, who teach special interest classes, are paid per hour for instructional hours with additional hours allotted for prep time, staff meetings, and school events.

To meet the career and college planning needs of OVS students, the school employs an academic and college counselor. The counselor reviews transcripts and credits towards graduation and provides individual and group college and career guidance.

Teacher surveys were distributed online in fall 2018. In addition to educational and employment history, teachers were asked to list the advantages and disadvantages of being a teacher at Orchard View and their participation in staff development.

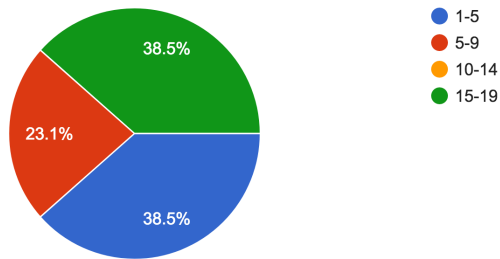
### How many years have you been teaching?

13 responses



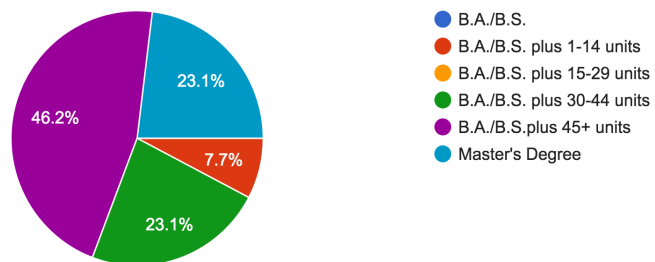
### How many years have you been teaching at OVS?

13 responses



### What is your level of education?

13 responses



Sample responses from the 2018 Teacher Survey regarding the advantages of working at Orchard View School:

- *The balance between meeting with students, teaching a class, and individual planning time. I also really appreciate the flexibility of work hours.*
- *Small class sizes allow for individual instruction and support. Student choice and flexibility allows for students to engage in their studies. I enjoy the variety of the teaching environment and the ability to be creative and to know my students.*
- *Being able to teach from my strengths and interests. We have a lot of control over our curriculum and assignments, and this makes all of us more inspired in our work. To sum this up, I would say "academic freedom."*
- *Individualizing instruction. Working one on one with students. Creating a plan for student academic growth and working with students and or parents to accomplish goals.*
- *Hardworking, supportive and talented colleagues, happy student body, the breadth and flexible curriculum, personal empowerment over what I teach and how, flexible schedule, access to resources and professional development, and the water cooler.*
- *Flexibility for developing my own curriculum, close working relationship with student population, the ability to individuate and diversify lessons, the ability to collaborate with colleagues, excellent colleagues, the flexible schedule, the breadth of subject matter.*
- *One-on-one teaching/ mentorship with students- Ability to be creative in my various curriculums (if I have an idea of something I would like to teach, there is always a subject that it will fit in too, as I teach so many subjects). Students are very well behaved- I almost never have behavior/ classroom management issues Collaboration and collegial/ supportive relationships with other teachers*

Teachers' suggestions for how OVS could better support their teaching included the following responses with more space, updated classrooms, communal digital resources.

- *Updated science room. Office space.*
- *Access to a larger classroom & overhead projector. My needs are pretty much met!*
- *More flexibility on use of space.*

- *A place on our website where we can share independent-study curriculum with other teachers.*
- *Tutorial opportunities/instructional assistance in locations around the county.*
- *It would be helpful to have workshops on how to write lesson plans, to be updated on current and new laws regarding students, student and parents' rights, and school grounds.*
- *I would love more office and classroom space.*
- *Continued and regular individual help learning about the tech. stuff*
- *Have communal digital place for resources for independent study units in all subjects, but especially English and History.*

### **Professional Development:**

All OVS teachers are encouraged to take advantage of ongoing opportunities for professional development. The school and the district offer incentive in the form of reimbursed costs and fifteen hours of paid professional development time annually per teacher.

Within the Bay Area, teachers have access to a wide variety of conferences, workshops, and other innovative educator events, and the Sonoma County Office of Education, also offers a wide variety of classes, and workshops.

New technological and curriculum resources at OVS have fueled interest in common core and technology based professional development. From the Five-Minute Film Festival to the California STEAM Symposium, new activities and instructional methods in OVS classrooms are a direct result of our increased emphasis on Professional Development.

A full list of Professional Development conferences, workshops, and classes attended by OVS teachers can be found in Appendix B.

## State Priority # 2: State Standards (Conditions of Learning)

## State Priority # 7: Access to a Broad Course of Study (Conditions of learning)

OVS follows the California Common Core State Standards (CA CCSS) and has aligned its curriculum to meet them. Over the last six years, OVS has transitioned to the CA CCSS and has participated in the district-wide Common Core implementation plan. As part of this transition, teachers and students have benefited from more professional development, the continuing development and purchase of Common Core aligned curriculum, the purchase of instructional material, and new technology resources.

The California Dashboard indicators for the implementation of standards and offering students access to a broad course of study for OVS are shown below:

### STANDARD MET

#### ***Access to a Broad Course of Study***

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

### STANDARD MET

#### ***Implementation of Academic Standards***

This measure covers the implementation of state academic standards.

## On-campus Learning

In addition to their caseload, every supervising teacher at OVS teaches an elementary enrichment workshop or high school class depending on their area of expertise. For the school year of 2018- 2019 these include:

| K-8 Enrichment   | High School   |
|--|---|
| Integrated K/1<br>Literature 2<br>Writer's Workshop 4/5<br>Digital Storytelling 7<br>Science 7<br>Math 7 | Creative Writing<br>Literature 10/11<br>Spanish 1-3<br>Biology<br>Chemistry<br>Math 2<br>Pre-Calculus |



In order to provide students with a wide range of learning experiences, OVS also hires teachers as independent contractors. These teachers are highly respected and valued contributors as they provide specialized instruction in their areas of expertise. Instruction provided at OVS by independent contractors includes:

| K-8 Enrichment   |   | High School   |
|--|---|---|
| Afternoon Enrich K/1<br>Garden<br>Explorations 2/3<br>Science 2/3, 4/5 & 7<br>Art/Ceramics 2/3 & 4/5<br>Creative Writing 3<br><i>Dreambox</i> Lab 3-5<br>Animation 4/5<br>Spanish 4,5,6 & 7<br>Drama 5/6<br>Art 6 & 8<br>Math Enrich 6<br>Historical Literature 6<br>Math Enrich 6 | Science 6<br>Creative Writing<br>Math 7<br>Digital Storytelling 7<br>Ceramics 7<br>Science 8<br>Writing 8<br>Adobe Illustrator 8<br>Make Workshop 8 | Agro-Ecology<br>Energy & Environ. (Lab)<br>Algebra Core<br>Math 1 & 3<br>Pre-Calculus<br>Writing 9<br>Photography<br>Studio Art 1-3<br>Ceramics<br>Wheel Ceramics<br>Drama<br>Music Jam<br>Make Workshop<br>Intro to Coding |
|  |   |   |

### Online Learning

OVS is not an online school and provides minimal coursework online. Textbooks are aligned to online digital resources and support for student use. Homeschooling parents in elementary grades can access online teachers' editions in Math and ELA. Students have access to computers, Chromebooks, and iPads while on-campus. All OVS students in grades 3-12 have Google log-ins to utilize Google Drive at school and from home.

OVS provides Typing Pal, a web-based keyboarding program, for all students. Students can login from any computer and follow self-paced instruction at three different instructional levels. High school students can follow a set curriculum for credit. Students in grades K-8 have home and school access to DreamBox, an adaptive math program, and Headsprouts, a language arts program.

Technology is thoroughly integrated across the curriculum and across all grades (K-12)

for different purposes and to different degrees. Recent onsite classes in technology have included, Photoshop, digital publishing, coding, animation, and filmmaking.

### **Dual Enrollment**

28% of OVS high school students take advantage of concurrent enrollment at the Santa Rosa Junior College (based on 2017-18 school year.) This allows them to supplement their high school curriculum with college level classes while accruing college units. Examples of courses taken at the junior college include American sign language, foreign languages, psychology, philosophy, political science, mathematics, physics, astronomy, geology, English, drafting, welding, computer programming, medical terminology, EMT certification, art, and fashion design.

### **Employed Students**

High school students at Orchard View have stated that one of Orchard View's greatest strengths is flexible scheduling. One advantage of this type of scheduling is it provides students with the opportunity work in the community. Twenty-eight percent of OVS high school students are employed in various businesses, including food service, child-care, construction, auto-mechanics, medical offices, and agriculture. Students can receive high school credits for job skills at OVS or college credits through concurrent enrollment in the SRJC work experience program.

### **Approved A-G Courses:**

California high school students have two options for attending public universities in the state: Universities of California, or California State Universities. Nine UC and twenty-three CSU campuses offer undergraduate education in California. According to the University of California a-g Guide:

*The intent of the "a-g" subject requirements is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study.*

Courses from California high schools and online schools used to satisfy the "a-g" subject requirements must be approved by UC and appear on the institution's "a-g" course list. These courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills.

The University of California Office of the President has approved forty-five courses offered by OVS in the following subject areas: (A full list of the school's UC a-g approved courses is included in the appendix.)

**a. History/Social Science-** American Government, Principles of American Democracy United States History, World History, Modern Times, World Cultures & Geography.

**b. English-** English 9,10,11,12, Poetry.

**C Mathematics-** Math 1,2, &3, Algebra 1 & 2, Geometry, Pre-calculus,

**d. Laboratory Science-** Biology, Chemistry.

**e. Language other than English-** Spanish 1, 2 & 3.

**f. Visual & Performing Arts-** Art History, Studio Art 1 & 2.

**g. College Prep Electives-** Creative Writing, Economics, Energy and the Environment, Physical Science

### High School Requirements

Students are required to take a minimum of 20 units per semester from Orchard View School. Each course is worth five credits per semester. 200 credits are required for graduation. Requirements include:

| <u>Subject</u>      | <u>Credits</u> | <u>Subject</u>          | <u>Credits</u> |
|---------------------|----------------|-------------------------|----------------|
| Algebra I           | 10             | Economics Science       | 5              |
| Mathematics         | 10             | Physical Science        | 20             |
| English             | 30             | Life Science            | 10             |
| U.S. History        | 10             | Fine Arts/Foreign Lang. | 10             |
| World History       | 10             | Practical Arts          | 10             |
| American Government | 5              | Electives               | 70             |
|                     |                | <b>Total</b>            | <b>200</b>     |

### State Priority # 3: Parental Involvement (Engagement)

#### Parental Involvement

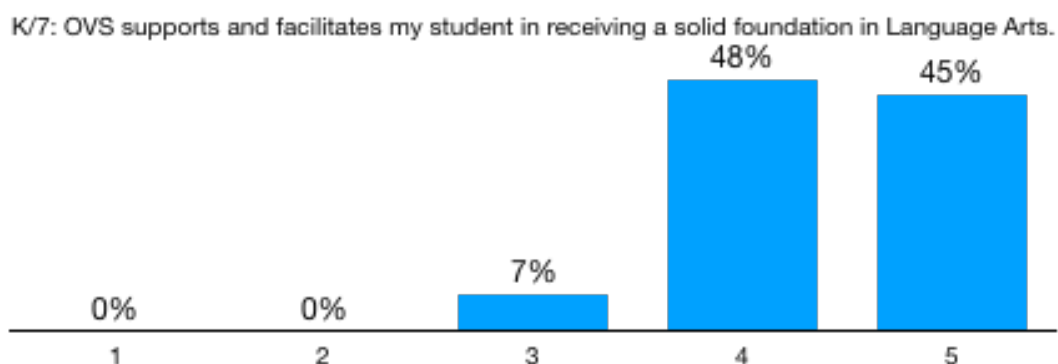
Parents are directly engaged in the educational process at OVS. The school was originally chartered at the request of parents and students who sought to continue their home-schooling experience in the Apple Blossom Home School Program beyond 8<sup>th</sup> grade. OVS is a school of choice for parents and students who wish to participate in an alternative educational program. As homeschooling parents, the parents of OVS students assume responsibility for the education of their children in partnership with the school.

Parents of students in grades K-8 meet regularly with supervising teachers, in compliance with Independent Study law, for guidance and approval with curriculum, assignments, and educational activities. As students enter high school the model shifts to Independent Study and parents are kept informed of their children's progress in scheduled meetings and other forms of direct communication.

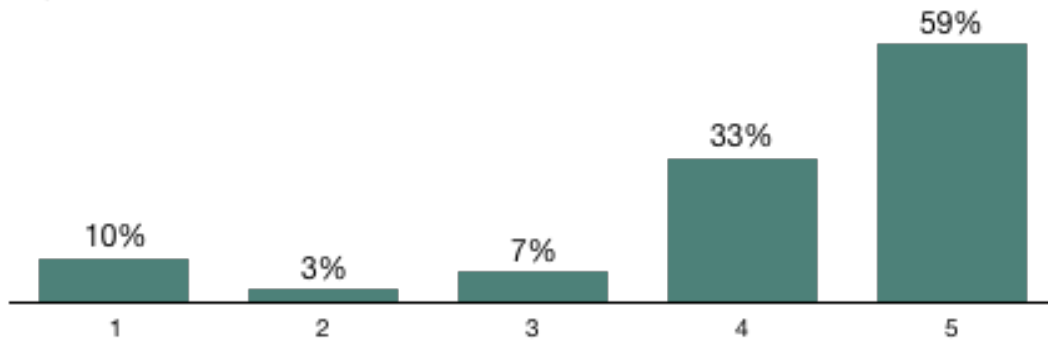
Parents participate on the OVS Advisory Board, as volunteers, and at parent sponsored events such as the Craft Fair.

#### Parent Surveys

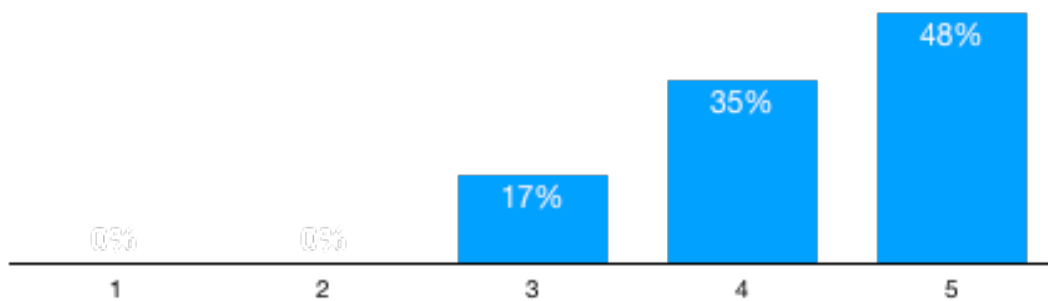
Parent Surveys are conducted annually in the spring for parents of students in grades K-8 and 9- 12. Following are the results of the 2018 survey:



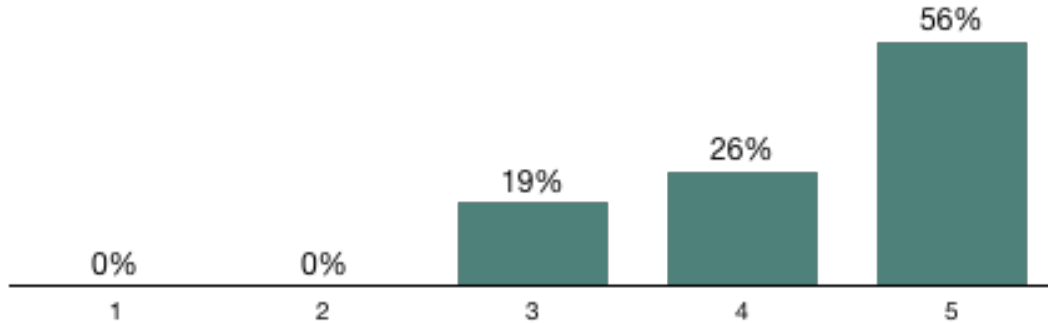
8/12: OVS supports and facilitates my student in receiving a solid foundation in Language Arts.



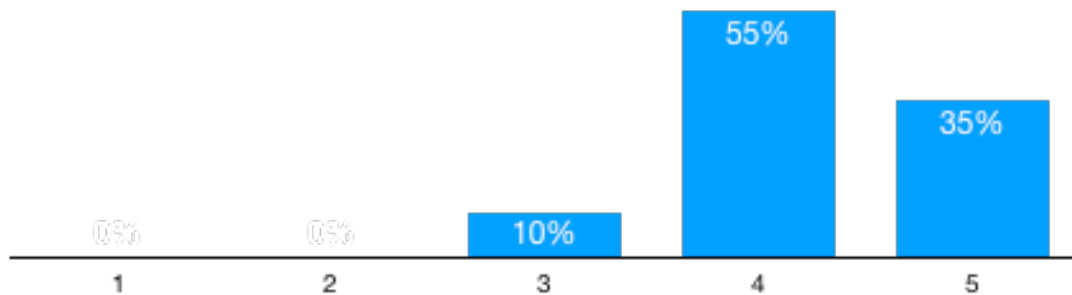
K/7: OVS supports and facilitates my student in receiving a solid foundation in Math.



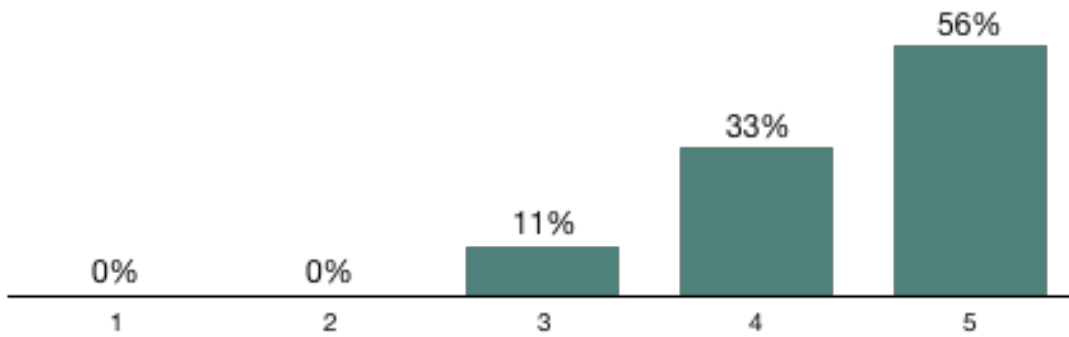
8/12: OVS supports and facilitates my student in receiving a solid foundation in Math.



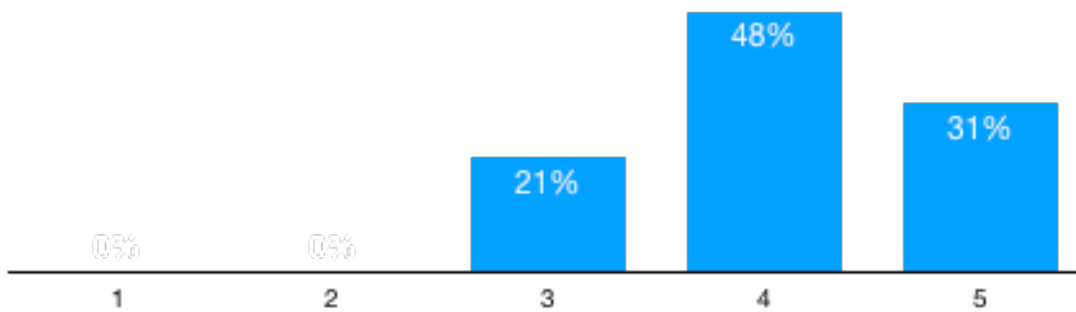
K/7: OVS supports and facilitates my student in receiving a solid foundation in Science.



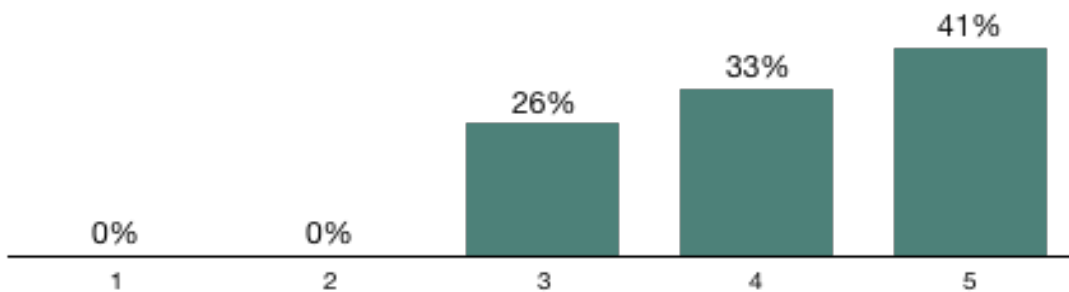
8/12: OVS supports and facilitates my student in receiving a solid foundation in Science.



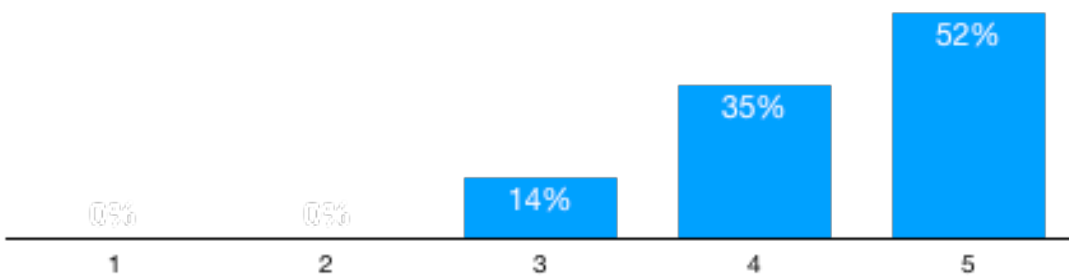
K/7: OVS supports and facilitates my student in receiving a solid foundation in Social Studies.



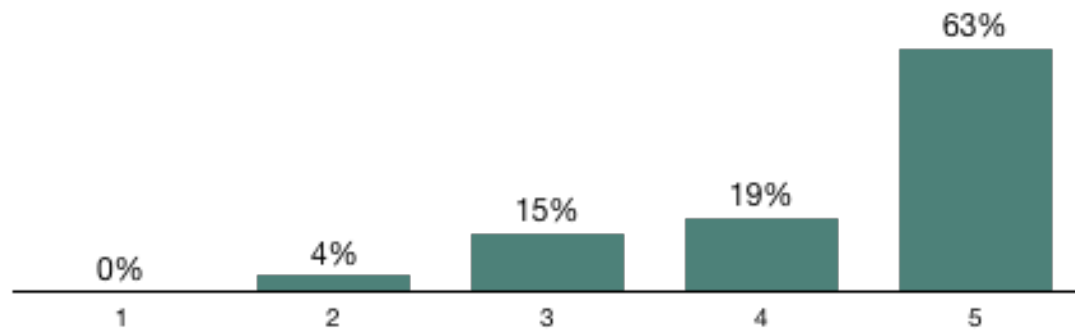
8/12: OVS supports and facilitates my student in receiving a solid foundation in Social Studies.



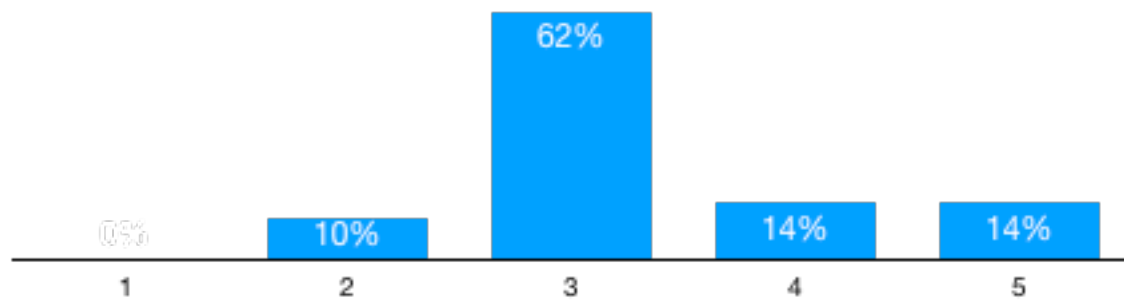
K/7: OVS supports and facilitates my student in receiving a solid foundation in the Creative Arts.



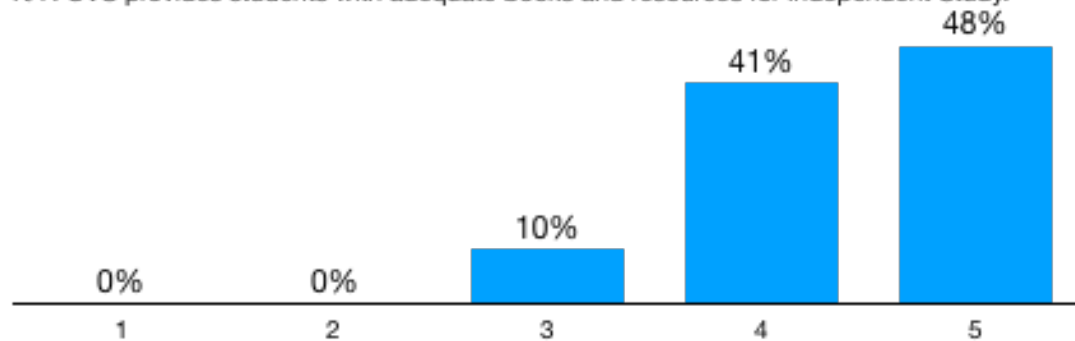
8/12: OVS supports and facilitates my student in receiving a solid foundation in the Creative Arts.



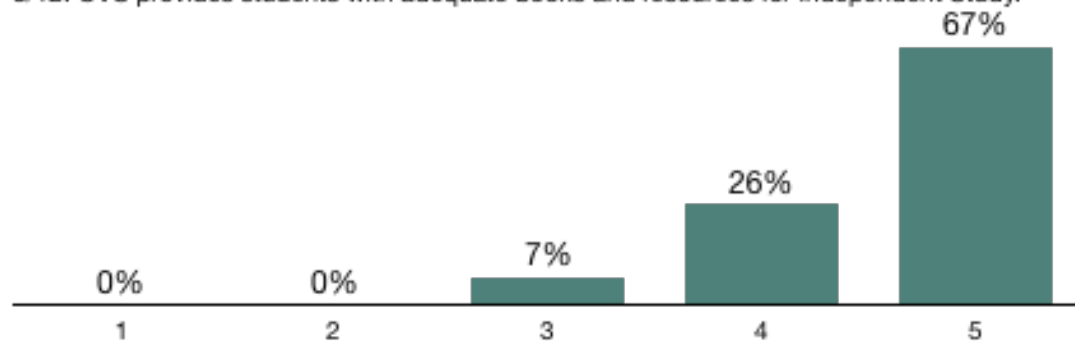
K/7: OVS supports and facilitates my student in receiving a solid foundation in the use of Technology.



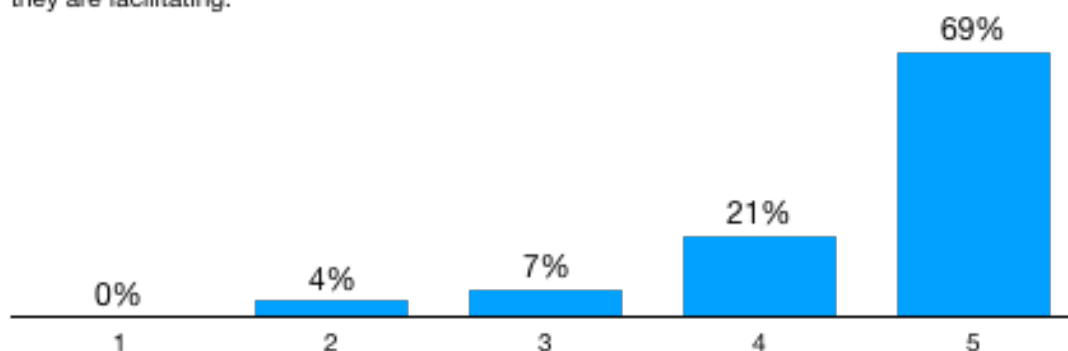
K/7: OVS provides students with adequate books and resources for Independent Study.



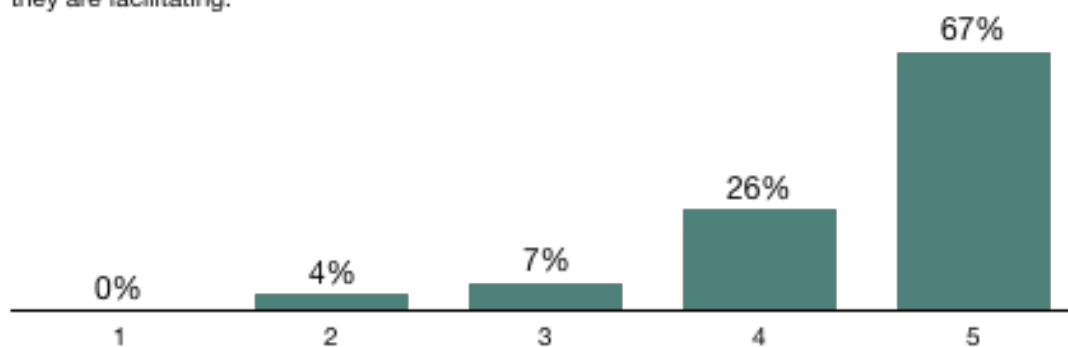
8/12: OVS provides students with adequate books and resources for Independent Study.



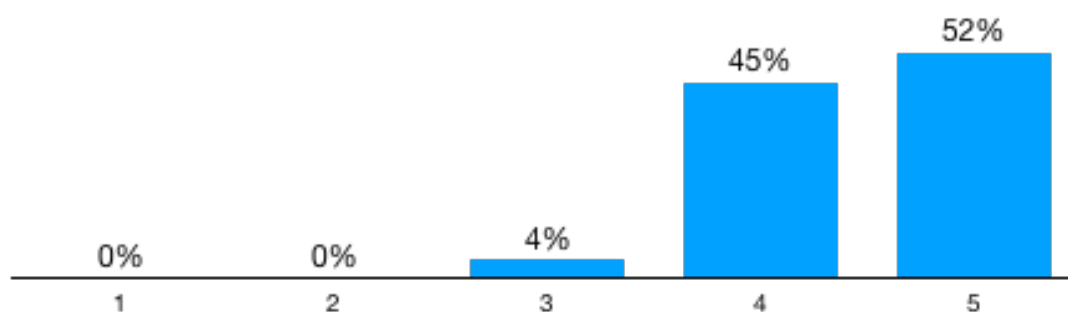
K/7: OVS Supervising Teachers are knowledgeable of the California Standards for the grades they are facilitating.



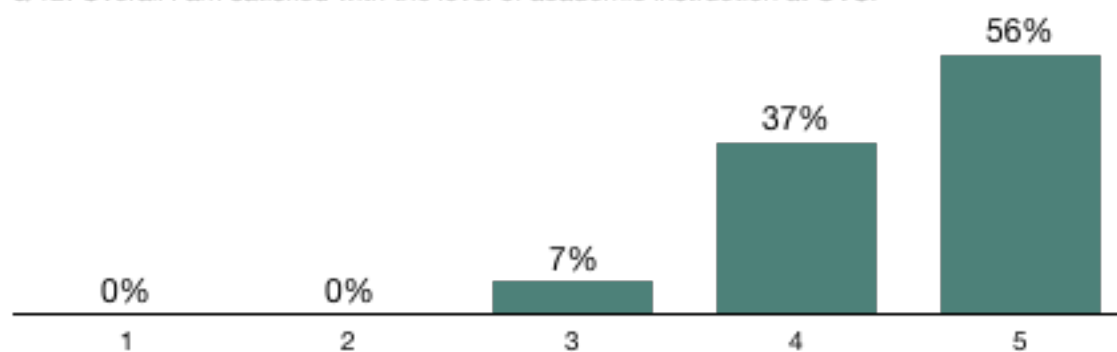
8/12: OVS Supervising Teachers are knowledgeable of the California Standards for the grades they are facilitating.



K/7: Overall, I am satisfied with the level of academic instruction at OVS.

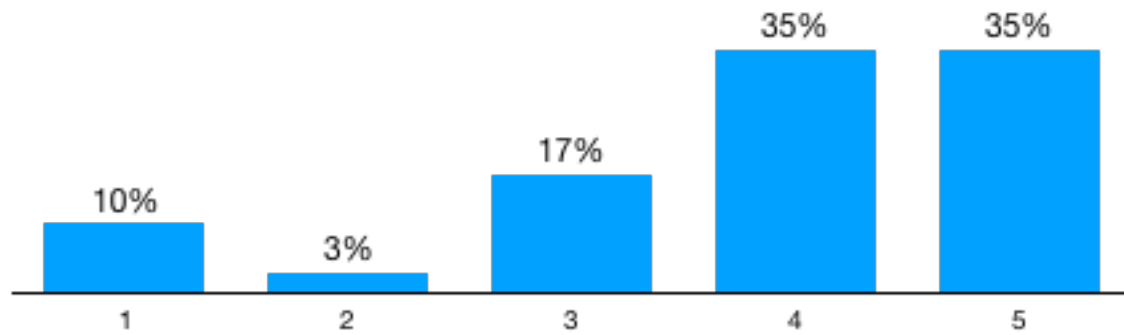


8/12: Overall I am satisfied with the level of academic instruction at OVS.

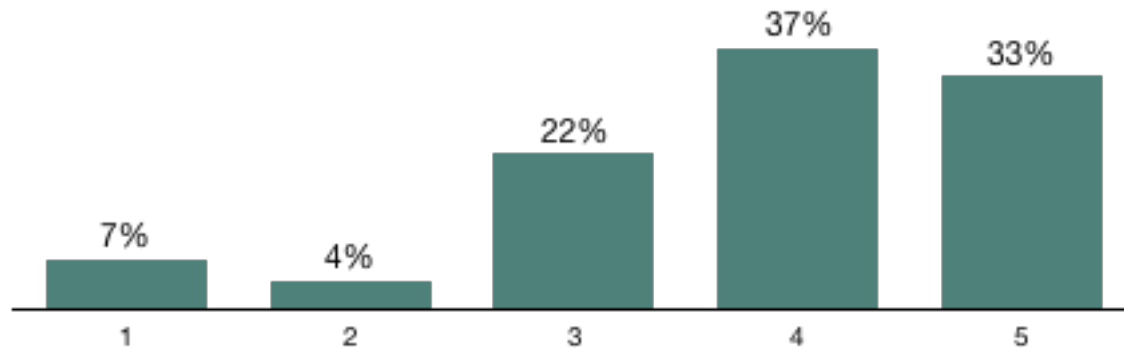




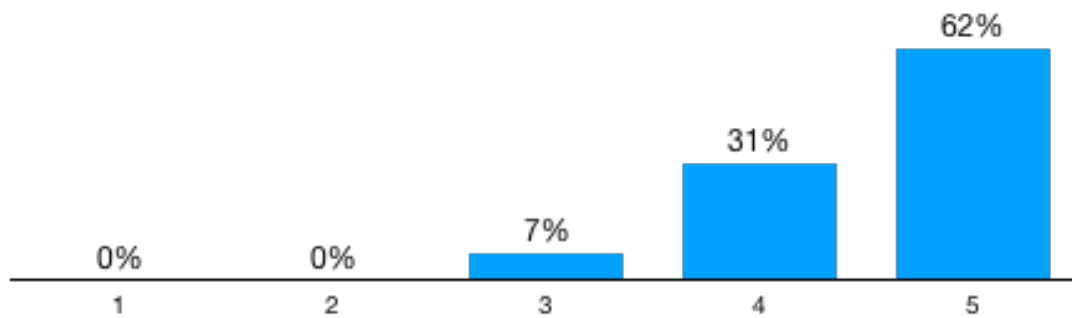
K/7: OVS has adequate space to run its programs.



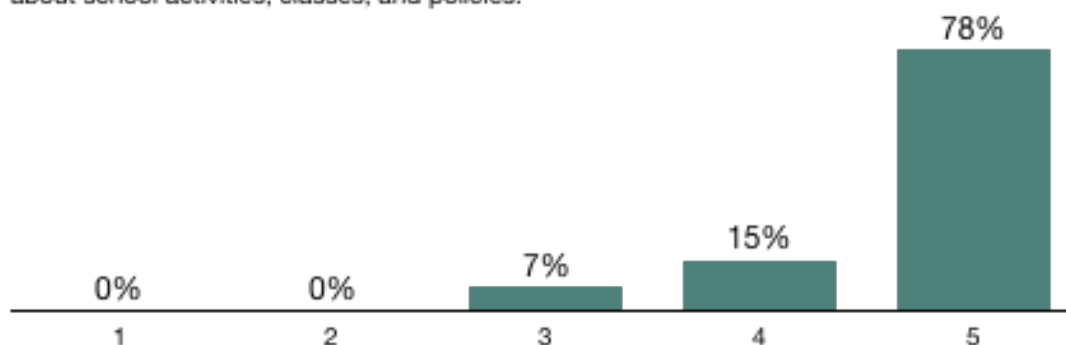
8/12: OVS has adequate space to run its programs.



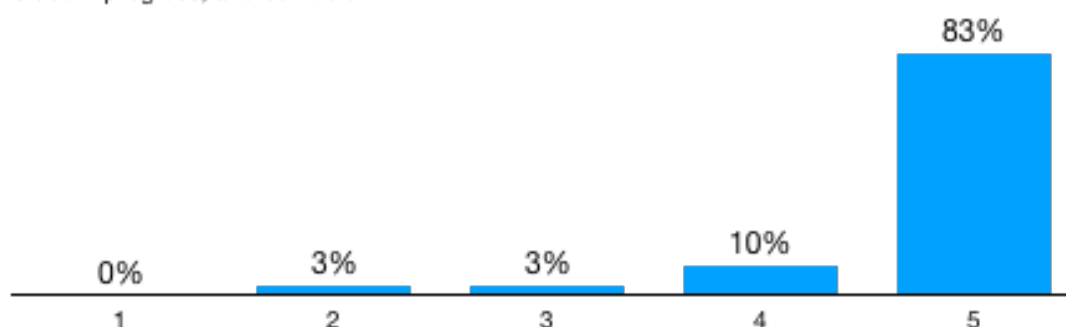
K/7: The OVS Director is available to families with specific concerns, new ideas, questions about school activities, classes, and policies.



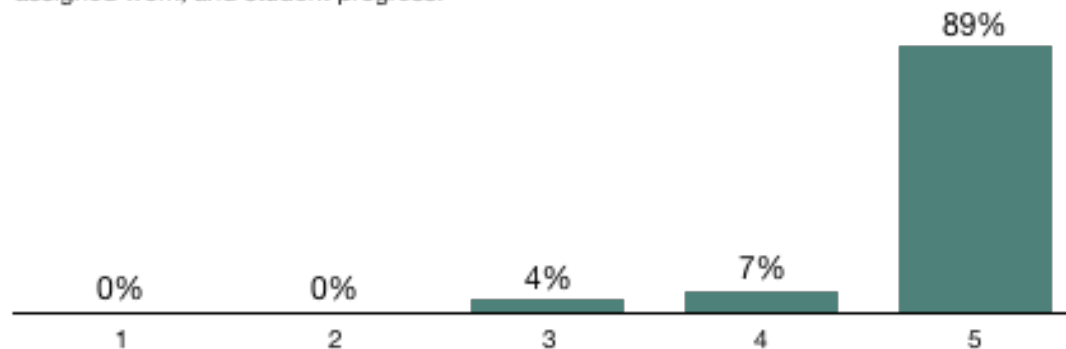
8/12: The OVS Director is available to families with specific concerns, new ideas, questions about school activities, classes, and policies.



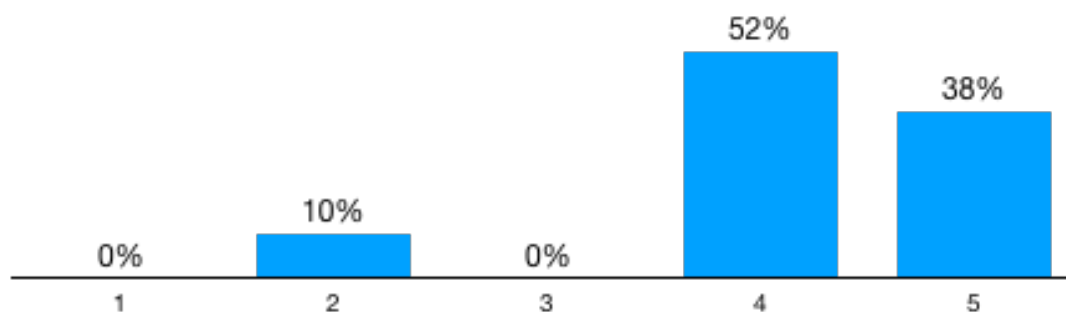
K/7: My child's Supervising Teacher is available to answer questions about assignments, student progress, and curriculum.



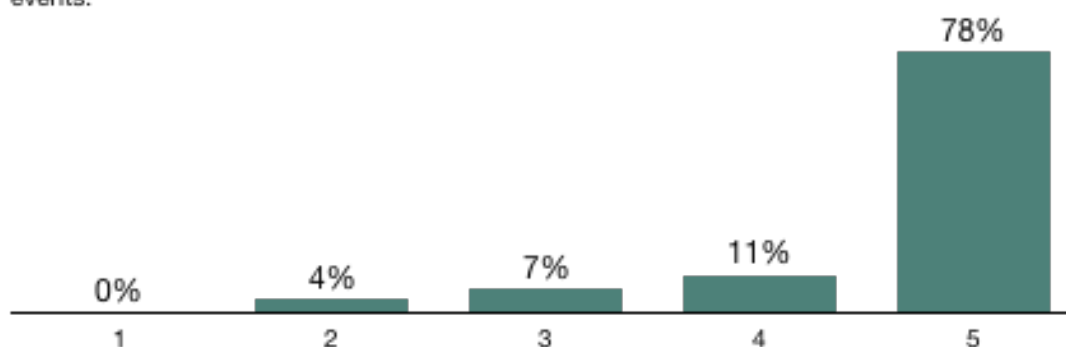
8/12: My child's Supervising Teacher is available to answer our questions about meetings, assigned work, and student progress.



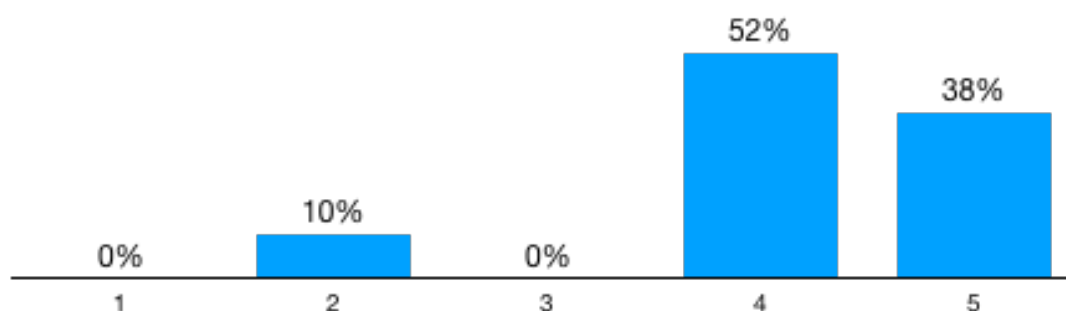
K/7: OVS keeps families and students current with information about school programs and events.



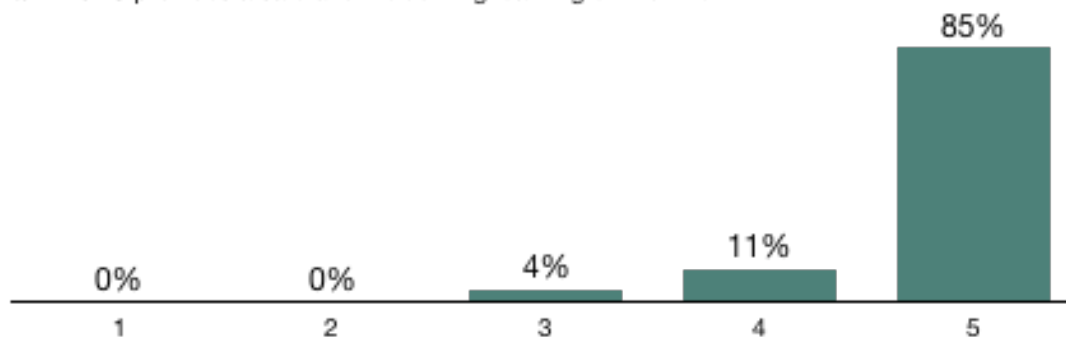
8/12: OVS keeps families and students current with information about school program and events.



K/7: OVS provides a safe and welcoming learning environment.



8/12: OVS provides a safe and welcoming learning environment.



### State Priority # 5: Pupil Engagement (Engagement )

### State Priority # 6: School Climate (Engagement

#### Student Involvement

As an Independent Study school, OVS seeks to find a balance between learning at home and collaborative learning. OVS students have the opportunity to attend a wide variety of on-campus classes as noted above. The Independent Study model does not best serve students looking for the type of campus connections via sports and clubs that comprehensive schools can provide. Instead students have more flexibility to participate in community and work

place activities while still attending school. (See page 33.)

OVS facilitates school activities that vary year to year. Recent school activities include:

- Our School in Motion
- Composting Team
- Wells Fargo Center for the Arts Performances
- Science Fair
- Math Night
- Model Airplanes
- Night of the Notables (Every other year)
- Yearbook
- School Dances
- School sanctioned field trips
- Interact
- Art Workshops
- Chess Club
- Day on the Green
- Family Potluck

### **Attendance**

Attendance in Independent Study is determined by work completed. AT OVS, board policy requires students to meet with their Supervising Teachers a minimum of every two weeks. The majority of high school students meet with their teachers once a week. Class meetings are based on the individual class and typically meet 1-2 times per week. Direct oversight of students results in a high level of accountability and a low absentee rate. Chronic absenteeism rate for 2018 was 2.1%.

### **Suspension Rate**

OVS has a Blue indicator (0%) suspension rate on the California Dashboard. Behavior and discipline problems are minor occurrences at OVS. All OVS students sign a behavior agreement at the beginning of the school year. The director works directly with the student, teachers, and parents to address behavior problems. The school attributes its small size and one-to-one teaching to its low level of discipline problems. Students consistently rate OVS as a safe and welcoming school with a low rate of bullying. (See Safe School Survey- Appendix B)

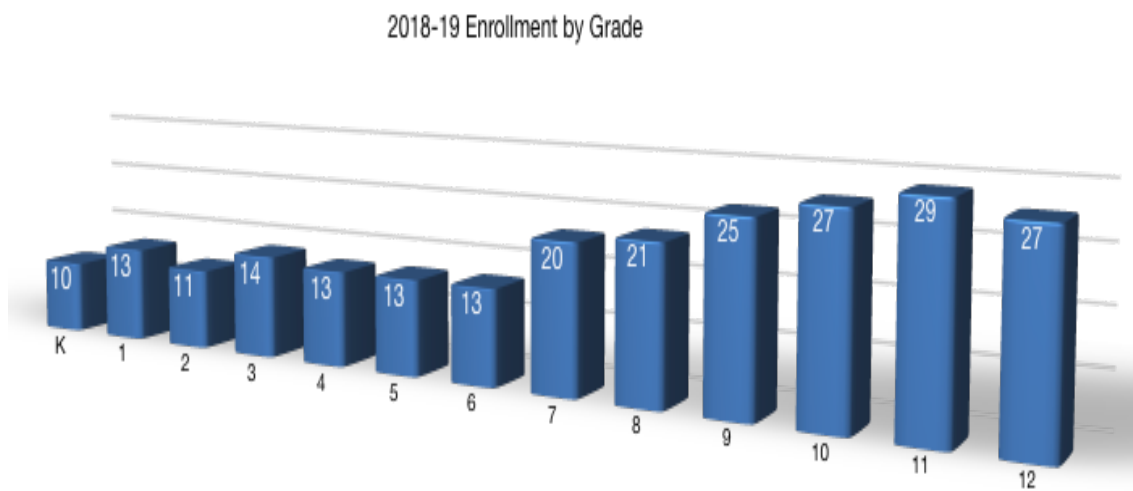
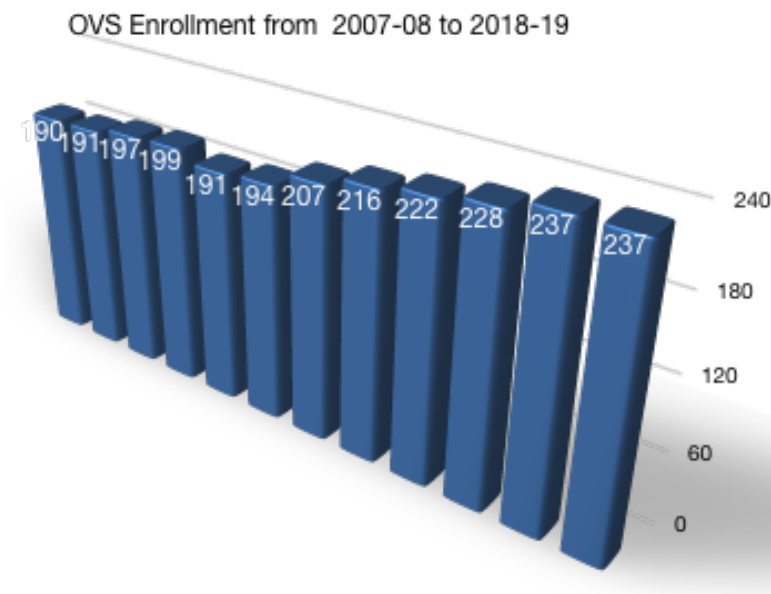
### **Master Agreement**

When a student misses meetings or fails to turn in assignments, they are in danger of breaking the Master Agreement. The school has a set of procedures they follow to

determine if Independent Study is an appropriate choice for the student. Typically, the student and family are in agreement with the school that Independent Study is not an appropriate educational setting if excess absences occur. Following Independent Study policy, the student’s home district is notified if the student drops out of the program.

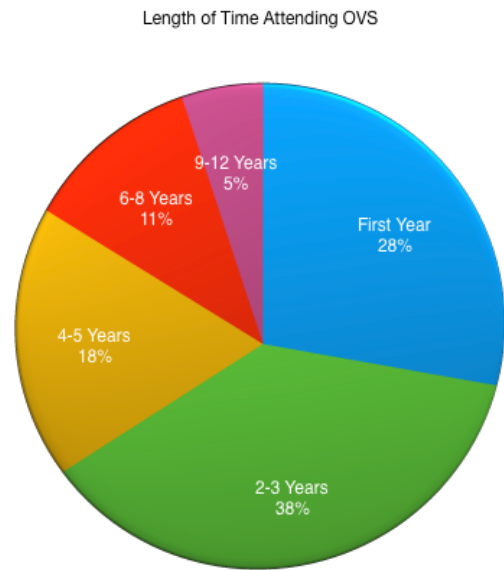
**Enrollment**

OVS has increased student enrollment from 194 students during our last self-study to 237 students. The school is operating at full capacity. All students who are enrolled at OVS are guaranteed enrollment in enrichment and high school classes. Enrichment classes for students in K/1, 2/3, and 4/5 are combined classes.

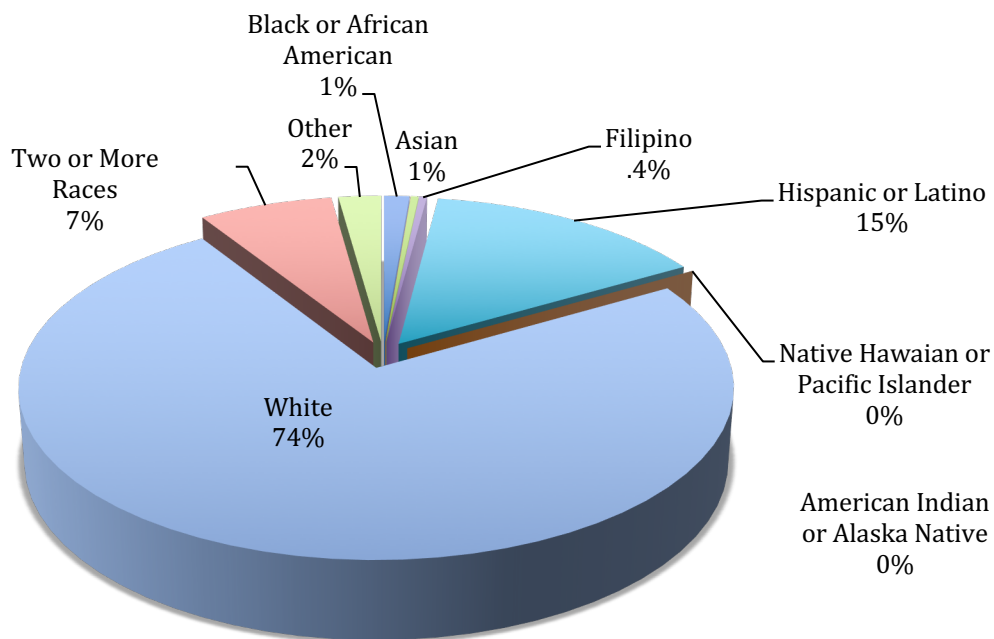


### Mobility

Orchard View provides students with the rare opportunity of attending one school from Kindergarten to graduation. However, the majority of OVS students either transfer in or transfer out during primary or secondary school years. There is significant movement between middle school and high school with students leaving OVS for more conventional high schools and students coming from other schools to OVS for our high school program. In 2018, sixteen percent of students had attended OVS for more than six years.



### OVS Student Demographics - 2018



## Local Demographics

| Race                      | Sebastopol |
|---------------------------|------------|
| White                     | 87.25%     |
| Black or African American | 1.11%      |
| Asian                     | 1.23%      |
| American Indian           | 0.37%      |
| Native Hawaiian           | 0.56%      |
| Mixed race                | 4.12%      |
| Other race                | 5.36%      |

In Sebastopol, 12.4% of people are of Hispanic or Latino origin  
(information from <https://www.areavibes.com/sebastopol-ca/demographics/>)

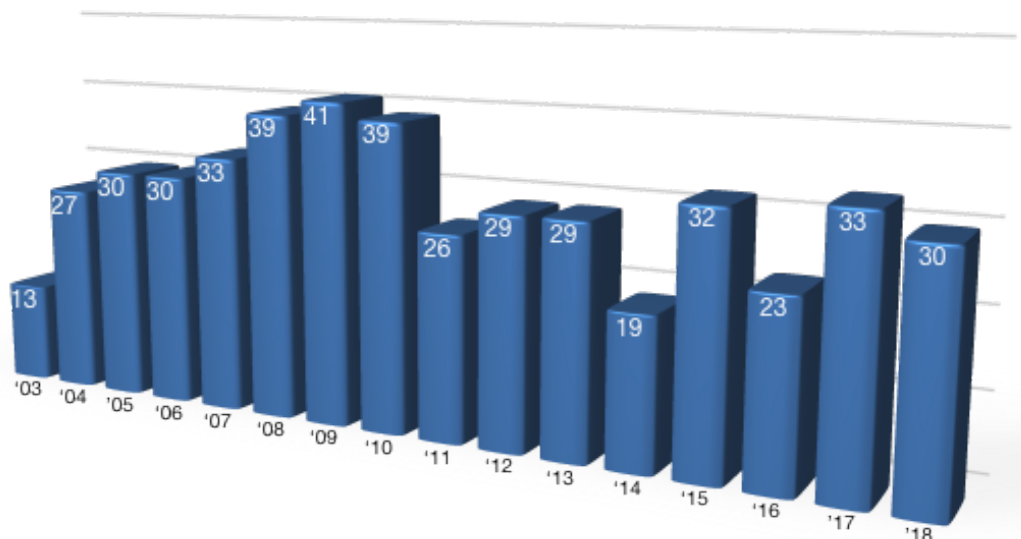
## English Learners

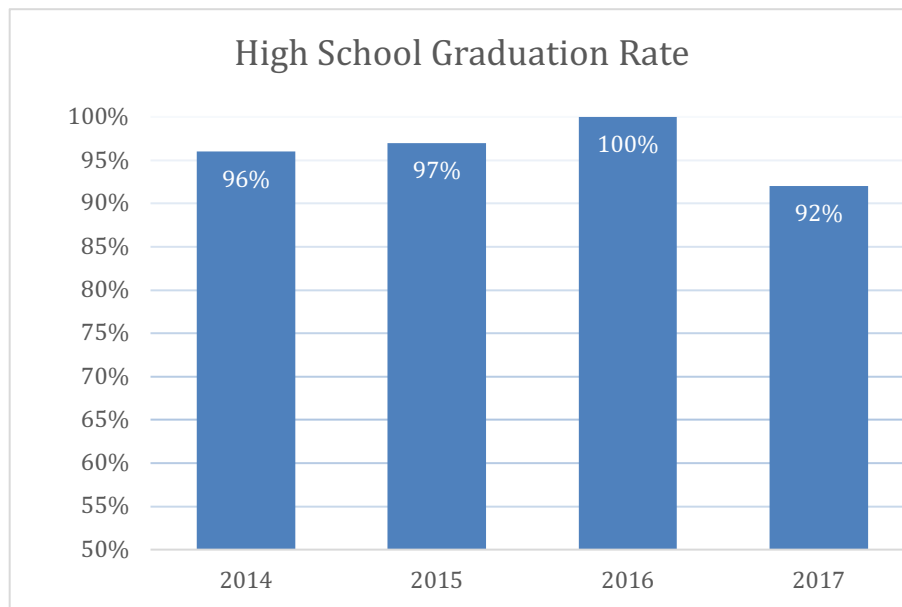
Home study is an infrequent choice of non-English speaking families. In 2018-19, one student is attending OVS whose primary language is other than English.

## High School Graduation

Orchard View held its first graduation in June 2003. A formal ceremony is held with cap and gown, attended by family, friends and community. Each graduate is personally recognized and awarded a diploma by his or her supervising teacher. Graduation for high school students is held at the Luther Burbank Hall in Santa Rosa.

OVS Graduating Class Size



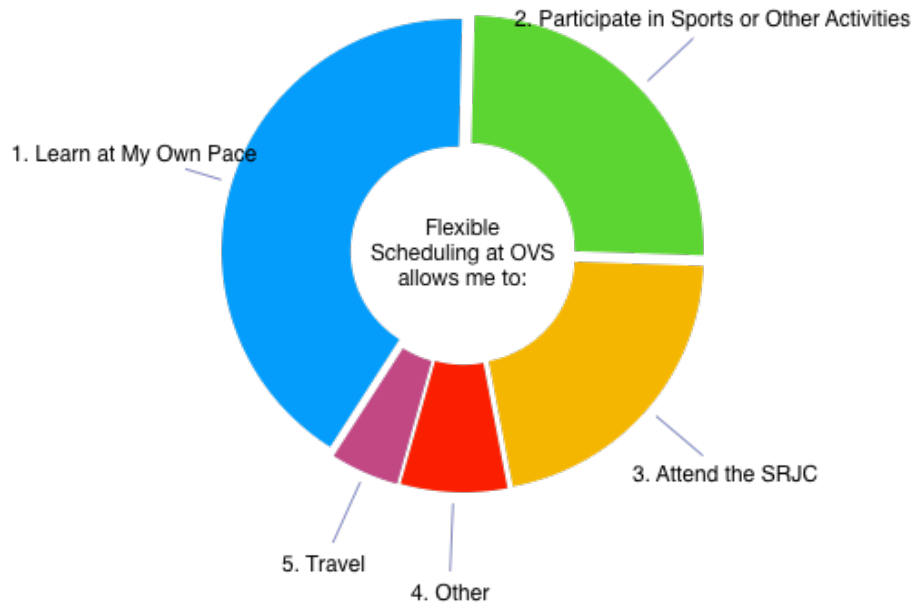


### Student Survey Results

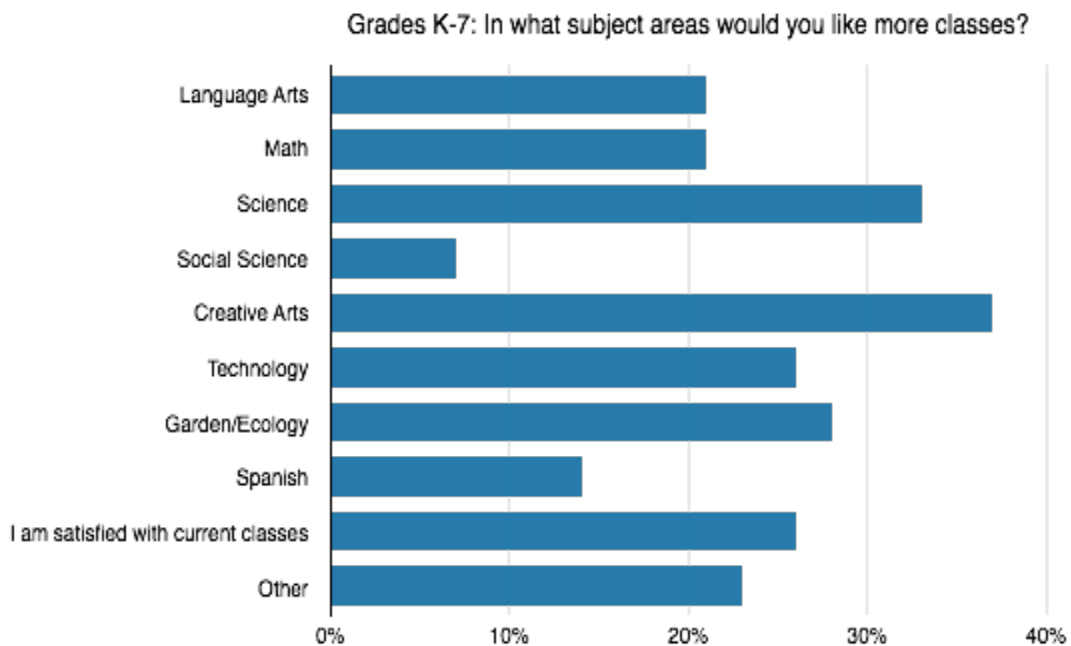
Students have consistently rated *flexible scheduling* and *one-to-one teaching* their top reasons for attending OVS.





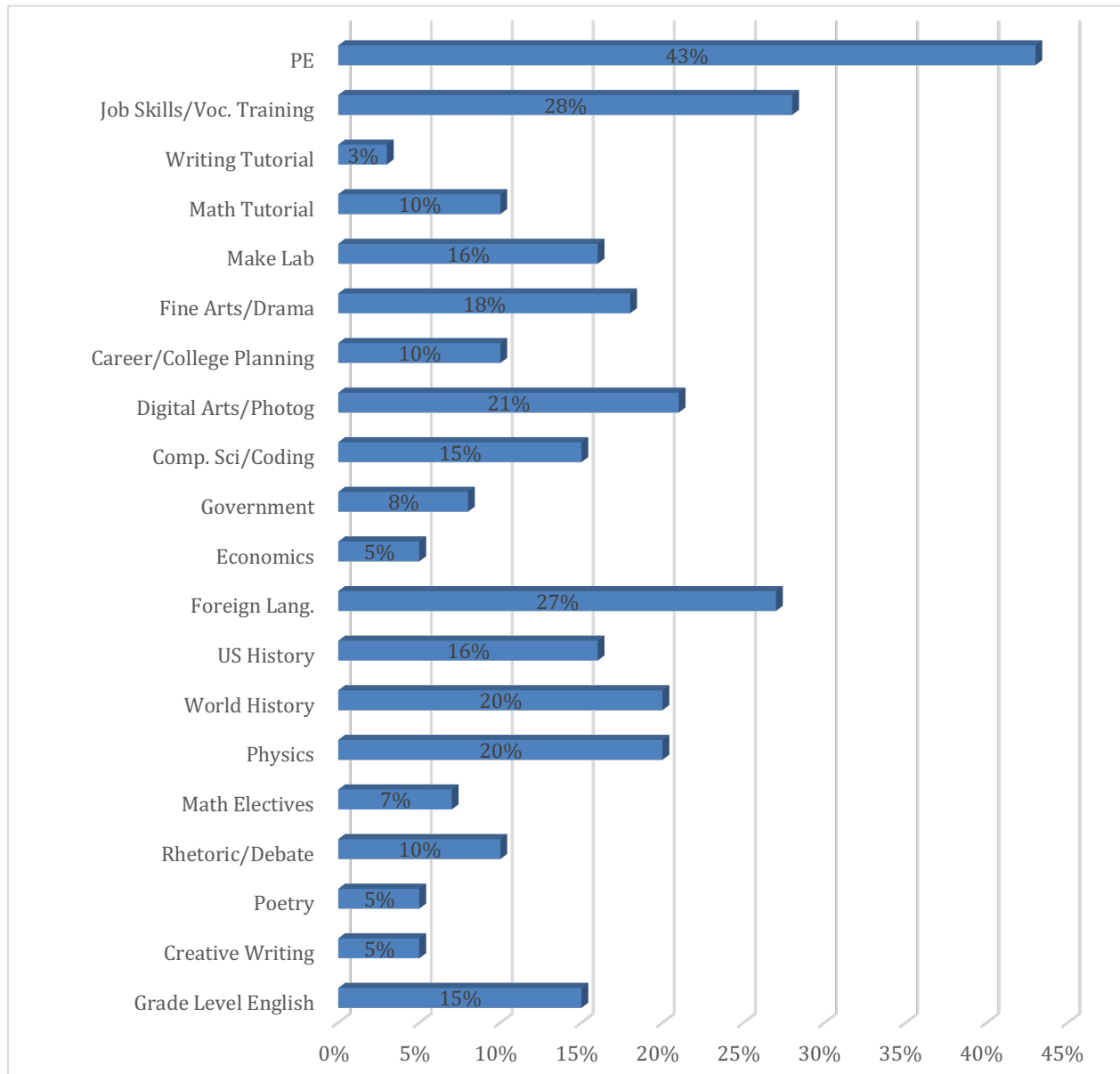


The majority of OVS high school students state that flexible scheduling at OVS allows them to learn at their own pace and participate in sports or other activities and attend the SRJC. When asked, "In what subject areas would you like more on-campus classes?" 8<sup>th</sup>-12<sup>th</sup> grade students chose PE and Job Skills as their two top choices. Parents of K-7<sup>th</sup> grade students responded that they would like more on-campus classes in the Creative Arts and Science. Parents overwhelmingly requested more resources for teaching science at home.



OVS carefully reviews the results of the annual surveys prior to scheduling new classes. New classes this year included additional art workshops for students in grades K- 7, coding, graphic arts, and photography were added to the K-8 schedule. The school is looking into ways to deliver PE (an identified critical need) on campus for next year.

**In what subject area would you like more on-campus classes? Grades 8-12.**



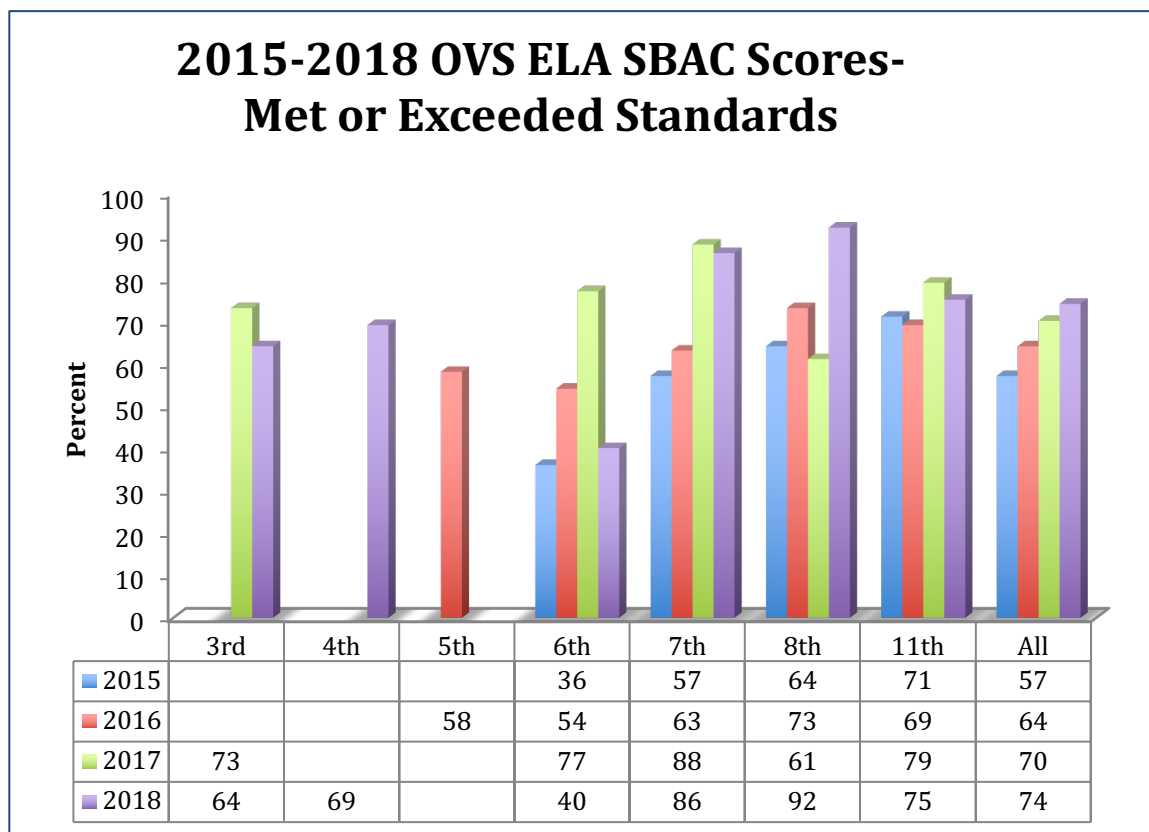
## State Priority # 4: Pupil Achievement (Pupil Outcomes)

## State Priority # 8: Pupil Outcomes (Pupil Outcomes)

### CAASPP Testing Results

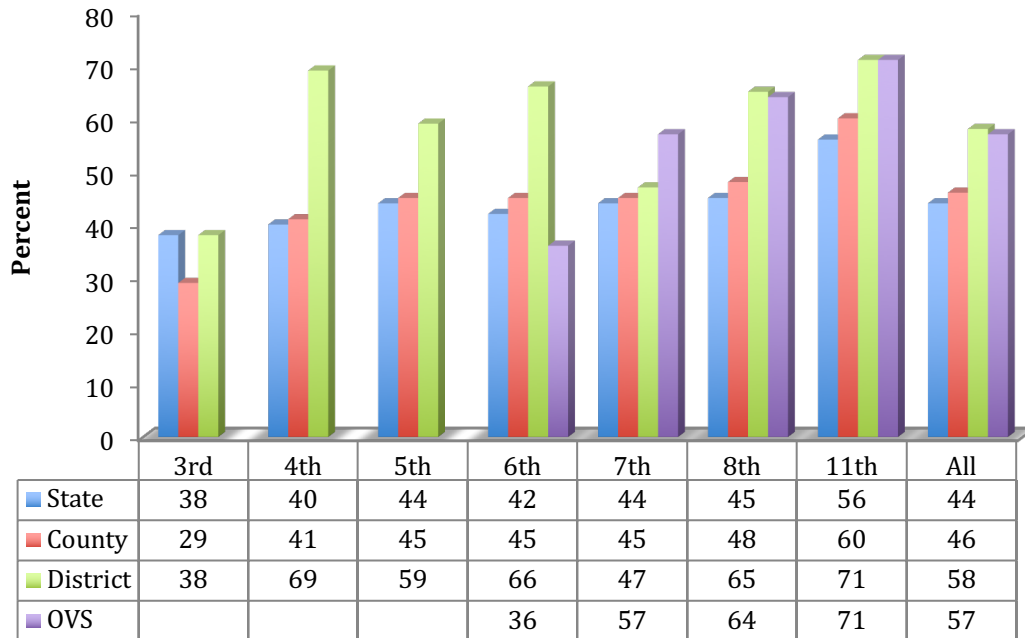
For the purposes of the 2016 WASC mid-cycle report CAASPP scores were shown as part of a continuum of testing that included the last year of CST test results shown in our 2012 self-study and the CST results for 2013. In 2014 OVS participated in the CAASPP field test. CAASPP scores shown within this 2018 Self-Study report range from 2015 to 2018.

### ELA SBAC Scores

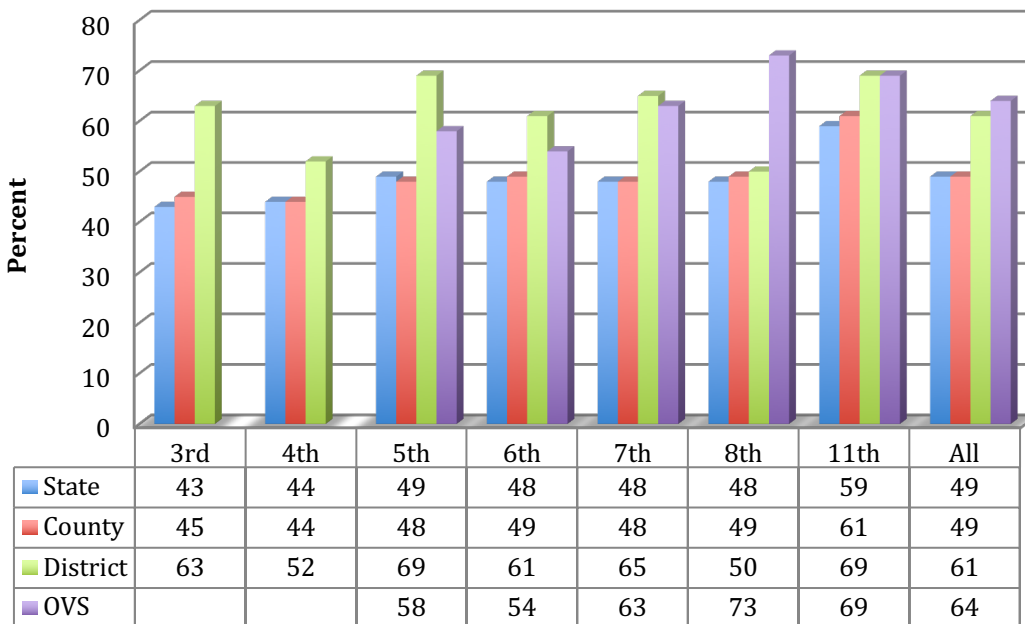


Grade level scores are not shown when less than 10 students per grade were tested; all students' scores are reflected in the total score.

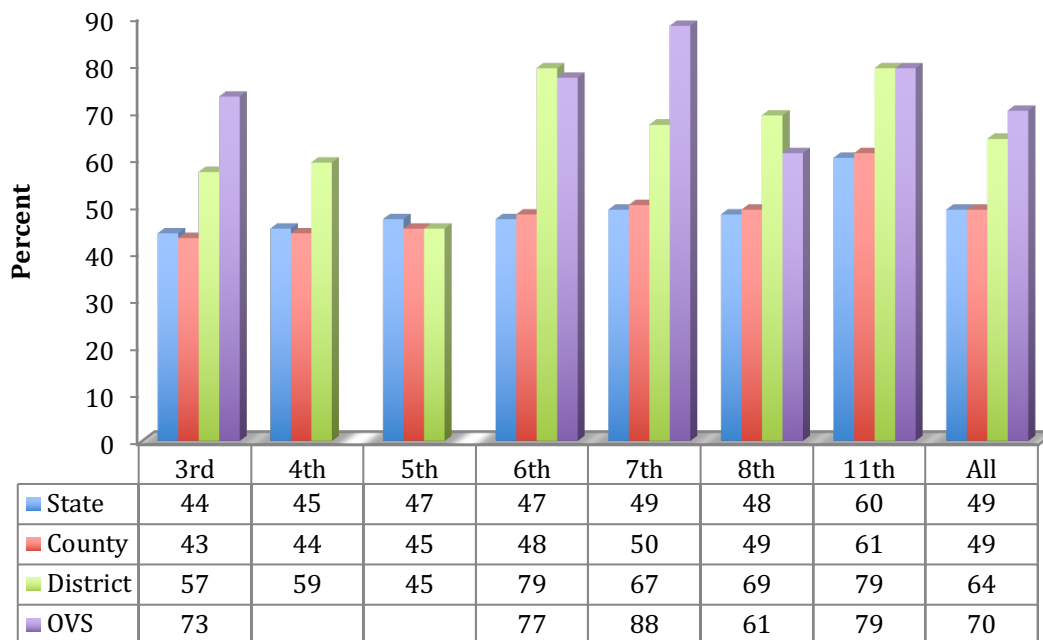
## 2015 ELA SBAC Scores- Met or Exceeded Standards



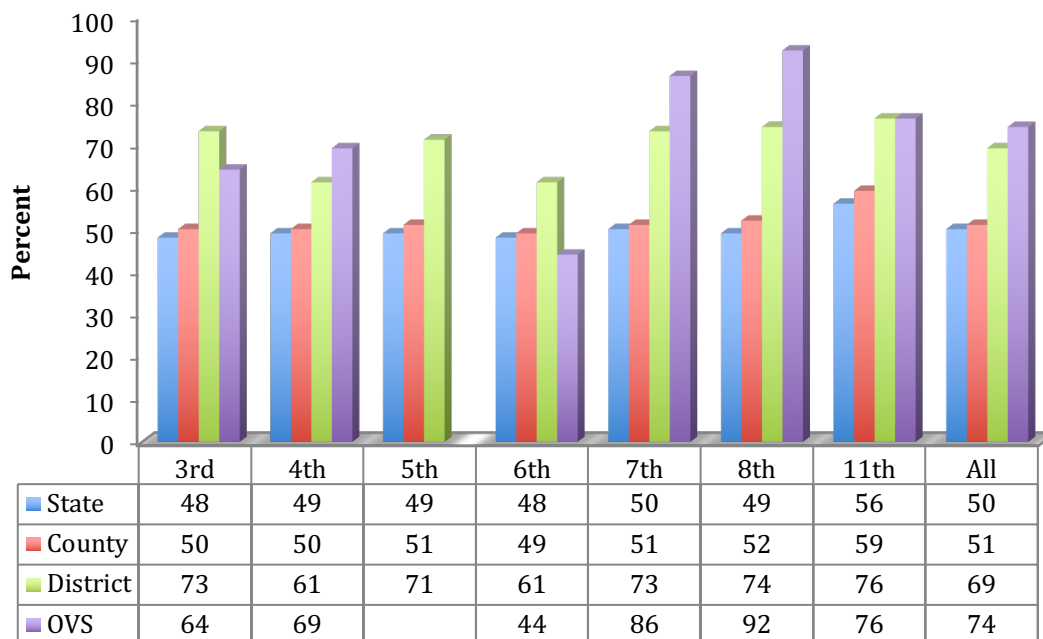
## 2016 ELA SBAC Scores- Met or Exceeded Standards



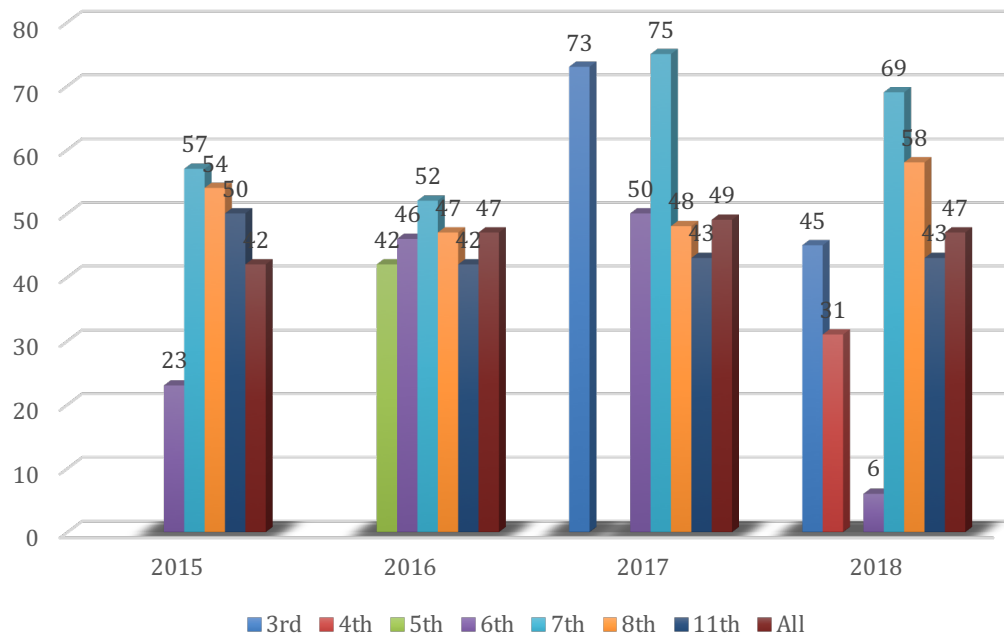
## 2017 ELA CAASPP Scores- Met or Exceeded Standards



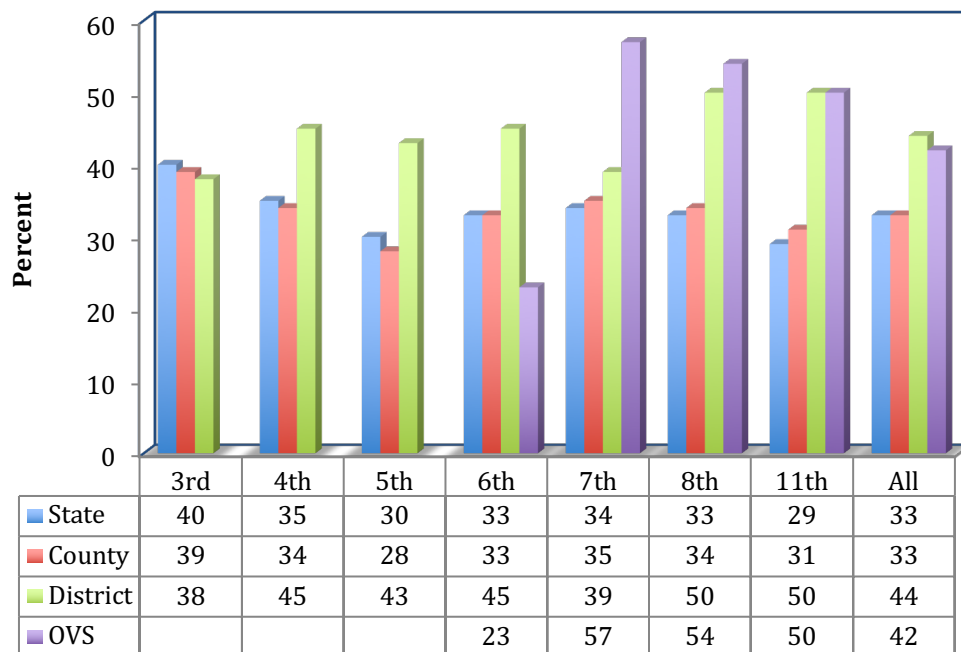
## 2018 ELA CAASPP Scores- Met or Exceeded Standards



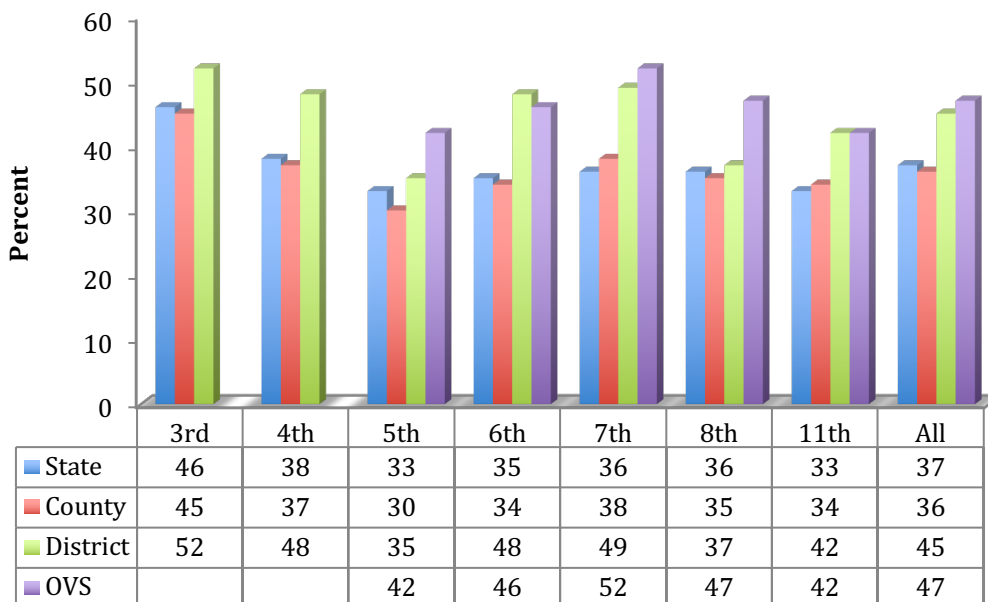
## OVS Math CAASPP Scores 2015-2018



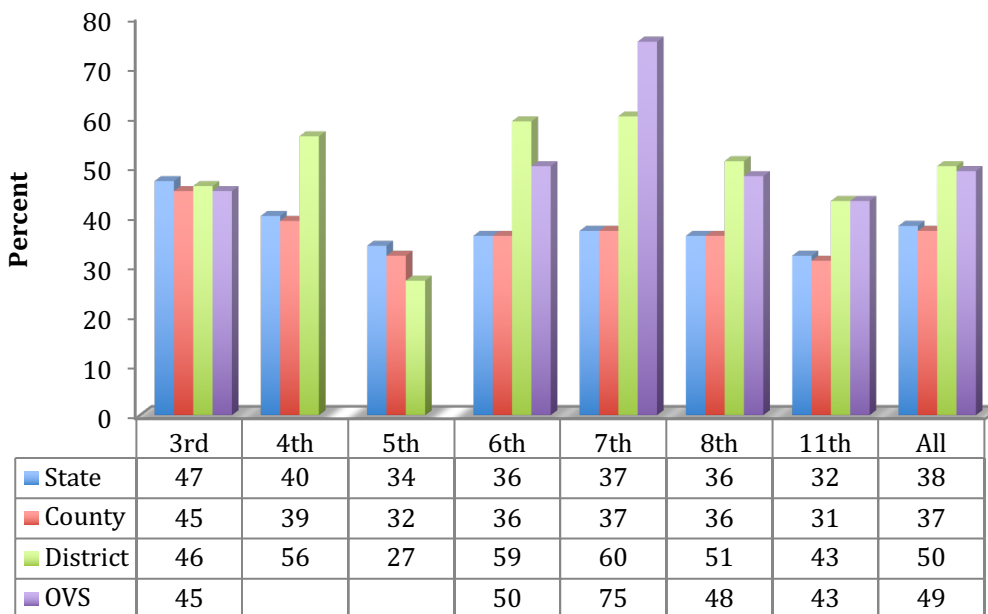
## 2015 Math CAASPP Scores- Met or Exceeded Standards



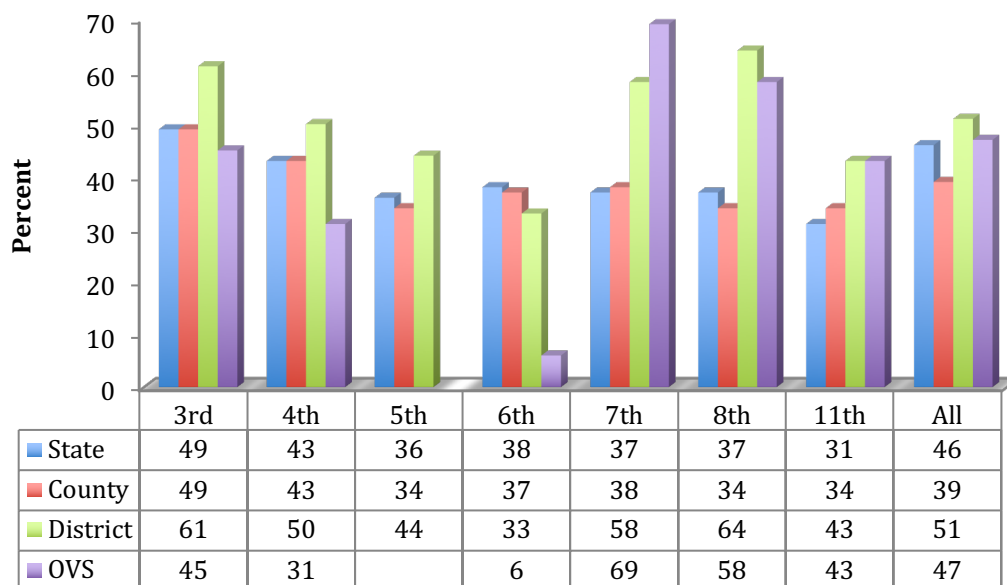
## 2016 Math CAASPP Scores- Met or Exceeded Standards



## 2017 Math CAASPP Scores- Met or Exceeded Standards



## 2018 Math CAASPP Scores- Met or Exceeded Standards



| CST GRADE 10 LIFE SCIENCE |             |             |             |
|---------------------------|-------------|-------------|-------------|
|                           | Spring 2013 | SPRING 2014 | SPRING 2015 |
| ADV                       | 55%         | 39%         | 43%         |
| PROF                      | 14%         | 39%         | 32%         |
| BASIC                     | 27%         | 11%         | 21%         |
| BB                        | 5%          | 11%         | 4%          |
| FBB                       | 0%          | 0%          | 0%          |
| #Tested                   | 22          | 18          | 28          |

| CST GRADE 8 SCIENCE |             |             |             |
|---------------------|-------------|-------------|-------------|
|                     | SPRING 2013 | SPRING 2014 | SPRING 2015 |
| ADV                 | 67%         | 44%         | 33%         |
| PROF                | 19%         | 31%         | 28%         |
| BASIC               | 14%         | 19%         | 22%         |
| BB                  | 0%          | 6%          | 11%         |
| FBB                 | 0%          | 0%          | 6%          |
| #Tested             | 21          | 16          | 18          |



### **College Board- SAT's and PSAT**

Only a small percentage of Orchard students choose to take the SAT every year. The average scores below are based on the scores of 8 students (26% of the class) in the class of 2018 who took the SAT.

### **SAT average scores for the Class of 2018**

|                                    |     |             |     |
|------------------------------------|-----|-------------|-----|
| Average: English Reading & Writing | 655 | Mathematics | 636 |
| High: English Reading & Writing    | 780 | Mathematics | 800 |

Orchard View students have the opportunity to take the PSAT at Summerfield School in Santa Rosa, CA. where an Orchard View staff member helps proctor the exam. Since 2017 OVS has paid the fees for OVS students to take the PSAT.

Of the 1.6 million entrants who take the PSAT nationwide, some 50,000 qualify for recognition in the National Merit Program. About 16,000 students, of the 50,000 high scorers, are qualify as Semifinalists. 15,000 Semifinalists advance to Finalist standing, representing less than 1% of students taking the PSAT. OVS is extremely proud that five OVS seniors have become National Merit Finalists sine 2007.

### ***Post-Secondary Education:***

#### **2018 graduating seniors**

- 40% will attend Santa Rosa Junior College
- 20% will attend a four-year university
- 6% will attend career training schools

#### **2017 graduating seniors**

- 55% will attend Santa Rosa Junior College
- 24% will attend a four-year university
- 6% will attend career training schools

#### **2016 graduating seniors**

- 43% will attend Santa Rosa Junior College
- 22% will attend a four-year university
- 4% will attend career training schools

#### **2015 graduating seniors**

- 50% will attend Santa Rosa Junior College
- 16% will attend a four-year university
- 5% will attend career training schools

**2014 graduating seniors**

- 50% attended Santa Rosa Junior College
- 5% attended a four-year university
- 5% began vocational training

**2013 graduating seniors**

- 69% attended Santa Rosa Junior College.
- 14% attended a four-year university
- 10% began vocational training

OVS students have access to a college counselor to help them with all aspects of the application process. While the great majority of OVS students begin their college education at the Santa Rosa Junior College, students applying to four-year colleges are fully supported with college and financial aid counseling.

Colleges of acceptance for Orchard View students include University of California (Berkeley, Davis, Los Angeles, Santa Cruz, San Diego), California State University (Cal Poly, Monterey, Pomona, San Diego, Sonoma, Humboldt, Channel Islands), Amherst, Bennington, Brown, Cal Tech, California College of the Arts, Carleton, Carroll College, Case Western Reserve, Chicago Art Institute, Cornell University, Cornish College of the Arts, Dartmouth, Emory, Evergreen State College, Guilford, Hobart and William Smith Colleges, Macalester, Lewis and Clark, Mills, MIT, Montana State University, Naropa Institute, Otis College, Pitzer, Quest University, Reed, Saint John, Santa Clara, Stanford, Swarthmore, Temple, University of Michigan, University of Saint Andrews, Western Oregon, and Whitman.

## Chapter Three

### Self-study Findings

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### *challenge*

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*I haven't been to this school for long. But, from my point of view, this is the best school I have been to so far...Orchard view has a very happy and friendly campus, that I never want to leave.*

*OVS Student Survey*

## **Chapter Three**

### **Self-study Findings**

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#### **A. Organization: Vision, Purpose, Governance, Leadership, Staff, and Resources**

##### **A1. Vision and Purpose Criterion**

**The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP) and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learning outcomes and academic standards.**

**A1.1. Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, and a belief that all students can learn and be college and career ready.**

**A1.2. Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, and the community in the development and periodic refinement of the vision, mission, and the schoolwide learner outcomes.**

Orchard View School (OVS) had its origins in a district K-8 home study program. In 2002, based on parent and student requests, Orchard View School (OVS) was created and its charter written by teachers and parents to serve students in grades K-12. In the mission statement, the school community expressed their goal to create a learning environment that would empower, engage, and challenge students. This original mission statement continues to serve OVS and its commitment to home and community-based learning through independent study.

*Orchard View School seeks to empower all students to develop a passion for life-long learning by engaging them in a learning process that is designed to challenge their intellect and support their emotional growth and natural curiosity.*

OVS serves 236 students in grades K-12. Students come from a wide variety of academic backgrounds and learning styles. and from its beginning, teachers and parents recognized the need of providing direct instruction to students using classes, small groups, and labs in addition to independent study. In its first year OVS enrolled students in grades 9-10 and held two on-campus classes. Today OVS has three days of on-campus classes and classroom

facilities to that include a science lab, computer lab, and art studio. OVS students have the opportunity to work independently, attend on-campus classes, attend the Santa Rosa Junior College, participate in community activities and gain work experience. Supervising teachers meet individually with students to create and oversee their personalized lesson plans.

This combination of choice, flexibility, and personalization contributes to students' overall success and is the signature practice that defines OVS. It has evolved through an ongoing practice of self-improvement using input from the school community, research, data and the process of the WASC self-study. The flexible learning approach, small class size, individual mentorship, blended instruction, and access to college level courses aligns OVS to new theories and innovation in education.

Yong Zhao, in his book *World Class Learners*, states a school under “the new Paradigm requires a different structure and organization defined by flexibility” where “students construct personalized pathways instead of following a predetermined path (Corwin 2012.) At OVS, where the motto is ***Choose Your Path***, results affirm that flexible and personalized learning engages and empowers students. The structure and organization already in place and the rapid development of informational technology and close proximity to the SRJC had uniquely positioned OVS as a school of the future.

Through the WASC self-study process in 2013, the OVS school community revised the Expected School Wide Learning Results (ESLRs) in an effort to keep them relevant to the current student population, the learning skills needed for the 21<sup>st</sup> century, and the transition to the Common Core standards. Key words from the school's mission statement: engage, empower, and challenge were chosen to communicate the school's core goals on the school website and in the brochure.

The revised ESLRs continue to serve the school and define our purpose and priorities in conjunction with the California Common Core Standards (CA CCSS.) The ESLR's also serve as guidelines when evaluating current school practices, instruction, and curriculum. During the current WASC self- study input was gathered from all teachers on order to evaluate the strength of instructional support for each ESLR.

The three goals in the OVS LCAP (appendix A) reflect the OVS ESLR's.

**A1.3. Evaluate the degree to which the school ensures students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.**

OVS is a school of choice and as such, parents and students who are interested in OVS are seeking an alternative form of education. The majority of applicants initially research OVS

and its programs on the school website where the OVS Mission, vision, and ESLRs are easily accessible. During the enrollment process, applicants meet individually with the director and tour the school. During this interview the director explains the history and vision of the school and gives parents additional information including the school brochure which also states the school's mission and vision.

The director reports to the Twin Hills School Board and the OVS Advisory Board during the school year, to discuss OVS, its programs, student progress, and structural changes as well as LCAP and action plan goals.

Periodically, the school staff reviews the ESLR's, makes changes if needed and determines the efficacy of the school's programs and curriculum in meeting the ESLR's.

## **A2. Governance Criterion**

**The governing board has (a) policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes, academic standards, and college/career readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approaches the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.**

**A2.1. Determine the clarity of district policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.**

OVS enjoys a close and supportive relationship with the Twin Hills School District Board of Trustees. Originally a district homeschool program, based on the desire of parents, teachers, and students to expand the program to include grades 9-12, a charter was written, and board approved.

With the original approval of the Orchard View Charter in 2000 and subsequent renewals in 2004, 2009, and 2014 the governing board of the Twin Hills School District has shown full support of the school's vision and purpose and expected school-wide learning results. The Twin Hills School District consists of four schools, three of which are charter schools, each with their own specific identity.

The Twin Hills District Superintendent provides additional support to OVS. The superintendent is housed on the same campus as Orchard View and is readily available for consultation. The OVS director attends management meetings twice a month with the superintendent and other district school administrators to discuss curriculum development, school operations, and events.

The Twin Hills School District Governing Board consists of elected members of the community. Regular monthly meetings are held where the board is informed by the OVS director about student performance, overall school operations, curriculum development, textbook adoptions, and fiscal health. Any major changes within OVS must be approved by the board. Generally speaking, the board allows the OVS staff to conduct everyday business with minimal interference and trusts the professionalism of teachers and the director.

Orchard View School is a “dependent” charter school and functions as an “arm of the district.” The board has adopted administrative regulations and a board policy regarding independent study through Orchard View. The superintendent keeps administrators current on-board policy and regulations and any changes in the law regarding board policy and mandates and, when appropriate, works collaboratively with administrators to make necessary additions and changes.

A Financial Memorandum of Understanding is in place defining the services OVS had agreed to purchase from the district:

- Accounting
- Payroll
- Accounts Receivable and Payable
- Budget Development and Fiscal Planning
- Student Data Information Management
- Human Resources
- Student Assessment and Testing
- Insurance
- Operations and maintenance
- Special Education Services.

As a charter school, OVS has its own LCAP. The director consults annually with the superintendent regarding District LCAP goals, reviews the District LCAP, and meets with the Twin Hills Business Manager, prior to updating the OVS LCAP. The OVS LCAP is then submitted to the Twin Hills District School Board for approval. In the 2016 Mid-cycle Review, OVS reported progress on their action plan to the WASC visiting team and began the process of aligning LCAP goals to the existing action plan. OVS views the 2019 WASC self-study as an opportunity to more accurately align the action plan with the LCAP.

**A2.2. Evaluate the ways the school community and parents are (a) informed as to how they can participate in the school's governance and (b) engaged in the governance of the school through their participation on the School Site Council, ELA. District LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.**

In addition to the monthly reporting to the Twin Hills Board of Trustees and the regular working relationship with the district superintendent, OVS has an advisory board made up of parents, teachers, a student, and the director. The group meets four times per year to discuss policies, events, student issues, and long-term goals. Teachers serve on a rotating basis, and interested parents are recruited from the school community.

OVS informs parents of open positions on Advisory Board, through the school newsletter, *The View*, which is posted on the website and emailed to parents.

**A2.3. Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures.**

Notice of the Uniform Complaint Procedures is included in the back to school packet and given to each parent at their initial meeting. The Uniform Complaint Procedures notice is also posted in the school's staff room.

### **A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion**

**Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.**

**A3.1. Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.**

Parents and teachers have the opportunity for input through annual surveys and during meetings and communication with supervising teachers. Teachers work collaboratively to discuss major decisions and goals during staff meetings. The school director has an open-door policy and makes herself available to teachers wanting to discuss new ideas, classes, and curriculum. As a small school, OVS can sometimes function as a "lab" school, able to institute change rapidly and readjust based on the outcome. Parents of students in grades K-



8, as active homeschooling parents bring ideas for curriculum and resources to the school's attention. Teacher input is sought for purchasing decisions at the end of each year.

### **A3.2 Does Not Apply**

### **A3.3 Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.**

OVS supervising teachers meet biweekly to discuss school policies, schedules, curriculum, and to share ideas. An all staff meeting is held annually at the beginning of the year and instructional staff is supported in meeting in smaller content area groups as needed. Teachers have offices in an open work environment which lends itself to small group and informal collaboration. The OVS teachers are collegial and conscientious and seek advice from each other as well. Staff members are involved in almost all aspects of school management and policy and serve on committees such as Student Study Team, Advisory Board, Graduation, and Open House. All teachers serve on the WASC self-study team.

### **A3.4. Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.**

Internal communication takes place at OVS in a variety of ways, both formally and informally. Staff memos and inter-office communication takes place in individual and joint emails. Teachers have mailboxes in the OVS office to receive mail, district information, and other types of paper-based communication. Each teacher has a phone extension with intercom capability. The open format of the OVS office space lends itself to face to face communication and promotes a high level of mutual respect and collegiality. Wall space and the whiteboard in the staff room are also used to post messages and disseminate information. Biweekly staff meetings provide additional time to meet and the staff agenda is a shared Google Doc where teachers can add agenda items. The director has an open- door policy to meet with teachers.

## **A4. Staff: Qualified and Professional Development Criterion**

**A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.**

### **A4.1. Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation**

**process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.**

The OVS Staff is recruited based on teaching backgrounds, ability to work with families, and commitment to the philosophy of the school. OVS staff members must be highly qualified in order to teach in the Twin Hills District. OVS staff members hold degrees in all areas of the curriculum and serve as mentors to fellow teachers in their areas of expertise. On-campus contract high school instructors hold credentials or a university major in their subject area and work under the supervision of the OVS staff members.

OVS follows the district's policies for the ongoing evaluation of teachers. Evaluations are conducted by the director and reviewed by the superintendent. All staff members participate in OVS staff development as well as outside professional development activities. At biweekly staff meetings teachers collaborate on all aspects of instruction and curriculum and review of CAASPP data. Teachers participate in the review and selection of texts and curricular materials.

OVS uses digital support with textbooks but does not offer instruction through online courses.

**A4.2. Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making process, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.**

The OVS handbook is posted on the OVS website. Student handbooks, graduation requirements, course matrix, and additional parent/student information are posted on the OVS website. The handbook for OVS teachers and staff is given to each staff member and includes information on: Sections of the OVS Staff Handbook are updated as needed, but the school would benefit if the entire handbook was revised and made available to staff digitally. OVS supervising teachers as members of the Twin Hills Teachers Association (THTA) receive a binder containing the agreement and all of its articles and provisions between the THTA and the Twin Hills Union School District.

**A4.3. Determine the effectiveness of the professional development support, time, and resources to meet the needs. To what measurable effect have the professional development/learning activities, including coaching and mentoring, had on student learning?**

From shadow puppets to writing workshops and the history frameworks, OVS teachers have

brought ideas and knowledge back from workshops and conferences to inform their teaching and provide new and creative learning experiences for OVS students.

OVS allocates resources for professional development, in addition, teachers are compensated for up to 16 hours every two years of approved curriculum planning including attendance at outside trainings or conferences. Attendance and participation in conferences, trainings, and workshops since 2013 include: the Stanford Institute for Economic Policy Research, Google Drive Meets the English Classroom, Project Zero- Creating Cultures of Thinking, Developing Concentration and Cooperation Skills Through Drama, Asian Art Museum - teacher training, California Academy of Sciences: Exploring Ecosystems workshop, CCEE - Economics Education Workshop, Independent Study and the Common Core, CA Global Education Project: Teaching for Sustainable Communities, World Languages Forum- Comprehensible Input w/ Leslie Davidson, Sonoma County Zero Waste Symposium, Mindful Educators Seminar, Scratch Coding Workshop for Narratives, CA History-Social Science Project (CHSSP): History-Social Science Framework conference, CA Steam Symposium, and the CA History-Social Science Project (CHSSP): History-Social Science Framework conference

Staff members also attend workshops and trainings offered by the Sonoma County Office of Education (SCOE) such as Next Generation Science Standards, 21<sup>st</sup> Century 21st Century Teaching and Learning Summer Institute, Jo Boaler: Mindset Revolution (mathematics instruction) -Sonoma Leadership Network (SCOE- Math, EdTech Team Sonoma County iPad EDU Summit, Lego Learning Symposium for K-8 Schools, and VTS- Visual Thinking Strategy.

The director attends annual conferences of the California Consortium of Independent Study (CCIS) and the California Charter School Association (CCSA,) professional organizations that focus on charter school and independent study issues. The director also attends other conferences and workshops, alone or with district teams or school teams, to support understanding and growth in topics pertaining to leadership, governance, standards, school programs, and 21st century learning. Examples include: Sonoma County Collaborative for Systems Change, Digital Citizenship, Early/Middle College Program Study, VTS- Visual Thinking Strategy, LCAP Workshops, and Design Thinking for Educators.

#### **A4.4. How effective are the school's supervision and evaluation procedures?**

The OVS Staff is recruited based on teaching backgrounds, ability to work with families, and commitment to the philosophy of the school. Staff members are involved in almost all aspects of school management and policy and serve on committees such as Student Study Team, Advisory Board, Graduation, Open House, and WASC.

Evaluations are conducted according to District policy and the guidelines found in Article 13 of the Twin Hills Teachers Association (THTA) agreement with the Twin Hills Union District. Auxiliary school instructors are supervised by the OVS Director, through individual meetings and observations.

#### **A5. Resources Criterion**

**The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program (s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college/career readiness standards.**

**A5.1. Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college/career readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?**

The OVS administrator is committed to keeping the school's mission, vision, and achievement of the expected school-wide learning results clearly in the forefront when making decisions critical to operating the school. Each spring, based on the projected budget, the staff begins an open dialogue about plans for the coming year. This includes ideas about new and continuing enrichment and high school classes to be offered, future needs of instructional materials including textbooks, and staffing for the coming year. The school's mission, vision, and ESLRs are prominent in these decisions. The make-up of the upcoming student body is also an important consideration. The participation of the entire staff is crucial to resource-allocation decisions.

OVS has effective procedures in place for acquiring and maintaining adequate instructional materials and equipment. In addition to meeting in the spring to talk about upcoming growth and needs, teachers are able to submit requests to the director throughout the year.

OVS has adequate resources to enable the hiring of well-qualified staff. The school's priority for hiring new certificated staff is that those hired not only possess the appropriate credential and have experience in alternative education, but also a philosophy of education that fits the school's mission and vision. All certificated staff are members of the Twin Hills Teachers Association and are paid on the district salary schedule.

**A5.2. Evaluate the effectiveness of the school's processes in relationship to district**

**practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)**

All schools in the Twin Hills District are fiscally solvent and use sound and ethical accounting practices. Best practices are used in all phases of record keeping and reporting. As with all public schools, Orchard View is audited annually by a CPA firm. This CPA firm audits all internal controls over financial reporting and compliance. This year, as in past years, auditors found that the school complied with the state laws and regulations.

Multi-year projections are prepared at budget adoption and during interim reporting. The budget is adopted in June of the previous fiscal year. Interim reporting is done for the periods ending October 31 and January 31. Multi-year projections are for a three-year period and involve a “big picture” concept in order to maintain fiscal solvency and provide a rich learning environment.

The annual budget is presented at a board meeting in June and is available to the public for 10 days prior to that meeting. Budget updates throughout the year are presented at board meetings. A financial report regarding each school is presented on a regular basis at board meetings that includes budget information and actual funds received and expended.

Orchard View teachers are paid, based on the Twin Hills USD salary and benefit schedule. Orchard View teachers are included on the district certificated seniority list, and they receive an annual step based on a calendar year. Administrators have a separate salary schedule, which is competitive.

Orchard View is a dependent charter of the Twin Hills USD. This charter school pays its share of facilities and business costs. The district business office performs the accounting for this charter fund. Due to GASB54, we no longer have what is called a reserve for economic uncertainty; we have amounts that are assigned. The assigned amount is what is left after expected revenues and expenditures are budgeted. The assigned amount for this fiscal year is currently approximately 20%.

The director makes decisions on spending based on input from the district business manager. Planning for capital needs, such as buildings and parking lot improvements would be a discussion between the director and the superintendent.

The CPA firm Robertson & Associates completes an OVS annual external audit as part of the THUSD audit. The district business manager and office personnel oversee and manage the everyday expenditures. The director makes decisions on spending based on input from the

district business manager. Payroll is handled by the district payroll personnel director. OVS teachers are paid based on the Twin Hills District salary and benefit schedule.

**A5.3. Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.**

OVS achieved its long term goal of having its own cohesive campus in 2012. The school has eight rooms housing the main office, a teachers' resource center, a study/hall library with, a science classroom with lab facilities, art studio, and three other classrooms for group instruction. Orchard View maintains its own restroom facilities, storage sheds, kiln room, and outdoor eating areas. In 2018 OVS helped develop and fund a digital lab and Maker's space on the Apple Blossom campus with an agreement to hold some OVS classes in these rooms. OVS facilities are maintained by the district custodial staff and students. Through surveys, parents and students have indicated that OVS is a safe school environment.

**A5.4. Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.**

**A5.5. Determine if the resources are available and used to enable the hiring, nurturing, and ongoing professional development of a qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.**

The Twin Hills School District business manager submits a Non-classroom Based Charter School Funding Determination request to the California Department of Education pursuant to Senate Bill 740. The report, according to the law, must indicate that certificated staff compensation must be equal to or exceed 40 percent of total public revenue, that the percentage calculated for total expenditures on instruction and related services equal or exceed 80 per cent, and that the school's pupil-teacher ratio not exceed 25:1. OVS was granted a 5 year, 100 per cent funding determination in 2017.

The director makes decisions, with stake holders' input, on purchasing instructional materials and equipment based the needs of the school and input from the district business manager. Decisions concerning large purchases such as technology or multi-grade level curriculum would be discussed with the superintendent.

Notice of the Williams Complaints Classroom Notice is given to each parent/guardian in the district packet and is posted in the school office. Complaint forms are available on the district

website.

**A5.6. Evaluate the effectiveness of the district and school's processes for regularly and effectively aligning the LCAP with site resource decisions ensuring the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college/career readiness indicators and standards, and schoolwide learner outcomes.**

The LCAP was created with student achievement at the forefront, and the OVS director relies on the LCAP for guidance when making decisions for purchases. In the LCAP there are dedicated plans for college readiness including book purchases from the Santa Rosa College and college counseling. The LCAP includes support programs for all students to assist with academic standards including a *Dreambox* Lab, study halls and math tutorials.

## **A6. Resources Criterion**

**The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound, and ethical accounting practices (budget/monitoring, internal controls, audits, fiscal health, and reporting.)**

OVS is a dependent charter of the Twin Hills USD. Refer to section A5. for information pertaining to prompts A6.1-A6.5.

**A6.6. Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program including research and information to help develop future planning.**

The primary marketing tool of OVS is the school website and the school brochure. For the last six years OVS enrollment at OVS has been at full capacity and has the funding and district support to support its programs and plan for the future.

**A6.7. Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.**

The annual budget is presented at a board meeting in June and is available to the public for 10 days prior to that meeting. Budget updates throughout the year are presented at board meetings. A financial report regarding each school is presented monthly at board meetings

that includes budget information and actual funds received and expended.

### **Summary**

OVS continues to have a strong relationship with the THUSD and the district Superintendent. Collaborative administrative meetings and strong leadership from the superintendent provides OVS administration with support and clarity in making decisions. The district business manager helps OVS with budgetary guidance, and the school is financially sound. Within OVS, an experienced and dedicated staff who are knowledgeable and committed to the Independent Study model create both a stable and innovative workplace. The OVS office is the hub of the school, and the office manager sets the tone for a professional and caring school environment. School communication has improved with a new website. Improving school communication and parent engagement is the OVS Director's professional goal for the 2018-2019 school year recognizing that good communication is essential to maintaining a strong program. Collaborative decision making, often cited as an OVS area of strength, is also an area that needs improvement in order to include all instructional staff in school decisions regarding instruction and curriculum. Staff orientation practices and staff procedural guidelines, including the staff handbook need to be revisited and updated.

### **Areas of Strength**

- Supportive and close working relationship with the Twin Hills District office and governing board
- Close proximity and support from the district superintendent and business manager
- Fiscally sound budget
- Close relationship with parents and students
- New and Enthusiastic Advisory Board
- OVS teachers and office staff work together effectively as a team to support school wide goals and student learning
- Effective School Communication: website, newsletter, email, robocalls

### **Areas of Need**

- Staff/instructor orientation
- Collaborative decision making
- Staff Handbook
- Evaluation feedback

**Supporting evidence from the self-study that supports these strengths and key issues include the following:**



- Orchard View School Charter
- Financial Memorandum of Understanding
- Board Policy for Independent Study
- Administrative Regulations
- Non-classroom Based Funding Determination (SB740)
- THUSD teacher's salary schedule
- OVS annual budget
- OVS LCAP
- SARC
- Student/parent/teacher surveys
- CAASPP Data
- Class descriptions and syllabi
- On-campus schedule of classes
- Exemplary Independent Study School Surveys
- Teachers' Surveys

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## **B. Standards Based Student Learning: Curriculum**

### **B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

**All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.**

**B1.1. Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.**

Orchard View School (OVS) offers each student access to a variety of on-campus classes and independent study courses. By providing all students choices between various state-approved curriculum, families are able to tailor personalized education for each student. Additionally, each student is assigned a Supervising Teacher (ST), who guides students' educational interests and maintains standards-based curriculum.

OVS is committed to helping every student take initiative and strive to expand their own

intellectual growth, to explore secondary school and career opportunities and to make goals and manage time effectively. All of the core classes offered are A-G certified by the University of California. The student, parent and ST work together to create a course of study that explores and supports postsecondary and career goals.

OVS provides a career and college and career counselor who is available to students and parents. The counselor provides one on one meetings with students and parents to assist with high school and postsecondary planning. The counselor also provides classroom presentations including: social-emotional health, high school orientation, and college and career information.

**B1.2. Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)**

OVS offers core subject area courses that are a-g approved. In addition to these core classes OVS has an arrangement with Santa Rosa Junior College (SRJC) so that students can take free classes and have three hundred dollars placed toward book purchases each semester. This provides the students with opportunities to learn a variety of skills in fields such as electricity, cosmetology, hospitality, and culinary arts.

OVS has placed resources developing its independent study courses over the past six years. The on-campus classes offer students ways to meet “a-g” requirements including wet labs.

**B1.3. Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.**

OVS supports congruence between actual concepts and skills taught through our technology classes such as: Coding, Digital Storytelling, Digital Photography, and Animation. These classes teach real-world applications and hands-on experience related to computer science and technology. Additionally, all of our core classes are A-G certified by the University of California.

**B1.4. Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.**

High school on-campus classes in math, foreign language, language arts and technology integrate a variety of disciplines. For example, the Spanish classes have written children's books, completed research projects, and computed math problems. The math classes have worked on spreadsheets and percent growth, predictions on grizzly bears in Yellowstone National Park, and studies on human population growth. All of these examples show an integration between such disciplines as language arts, social studies, economics and other disciplines. Make class also involves many disciplines such as math, music, art, and language arts through hands-on projects.

Since students take many of their courses from their supervising teacher, there are unique opportunities to assign projects which cover multiple subject areas. Specialty teachers work in tandem with supervising teachers to create integrated assignments, such as a writing class assignment which taught students key electoral concepts.

OVS also provides K-8 students with the opportunity to use Oak Meadow curriculum, which incorporates all of the disciplines in one design. Our Science Fair and Night of the Notables provide opportunities for K-12 students to integrate writing, technology use, and presentations skills with science and social studies curricular content. Outsourced curriculum and materials are carefully vetted by supervising and/or classroom teachers.

**B1.5. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.**

OVS serves students in grades K-12, and therefore does not have any feeder schools. All of our high school academic courses are certified through the University of California course approval process to ensure that they meet the A-G requirements.

OVS values input from alumni about how well prepared they felt for their further studies and to what extent OVS helped them reach their goals. OVS asks alumni to fill out a graduate questionnaire to collect information about their postsecondary plans and accomplishments. Graduates return to campus and provide follow-up information on how they are doing as well as to give advice to current students who will be graduating on how to be successful in their postsecondary lives.

## **B.2 Access to Curriculum Criterion**

**B2. All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and**

are prepared for the pursuit of their academic, personal, and career goals

**B2.1. Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.**

OVS students with their ST, evaluate their course work and insure that their needs are being met, and that they are meeting their postsecondary goals. If the ST, student, and parent believe that the goals are being met adjustment to the course of study is made. This constant

communication assures that the course work is tracking with the goals established by parties involved.

The OVS college counselor provides students updates on relevant classes and tests through the school website, in-class presentations and in one-on-one meetings with students. Students also have opportunities to learn career skills in such categories as electrical, cosmetology, hospitality, culinary arts, and more through our connection with SRJC.

**B2.2. Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?**

OVS values real-world applications in all subjects. Much of the curriculum selected across a range of grade levels provides for exploration of real-world applications as well as college, career, and other educational options. The flexibility of our program hours allows for students and their families to engage in real-world explorations. We also provide a variety of technical training through many of our on-campus classes which help students gain skills needed in the 21st century job market.

In addition, our high school students are given the opportunity to concurrently enroll in classes at SRJC whose courses allow for career and college preparation. Student enrollment in community colleges while still in high school eases the transition to community college and four-year universities.

The focus group recognizes that there is not a school-wide consistent option for parents interested in a project-based learning approach.

**B2.3. Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and**

**career and/or other educational goals.**

OVS is an independent/home study school with the idea that the parent, the student and the teacher are closely involved in the students learning plan. Parents, teachers, and students have regular meetings throughout the year to assess the effectiveness of the student's learning plan and to adjust as needed.

Students and parents have access to online information on the student's educational progress and assignments for classes, such as through the Homework Hotline and Jupiter Grades, and in addition there are opportunities for students and parents to explore college and career options on the website.

**B2.4. Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.**

The counselor meets individually with seniors to go over their college and career plans. Also, students are assisted in signing up for the PSAT, SAT and ACT. Resources are shared for special groups and for students' interests. Students interested in career paths are equally supported by the counselor and assisted with applications and letters of recommendation.

**Summary**

OVS excels at offering a blended education that meets the needs of individual learners. By increasing the number of A-G courses, OVS has continued to grow in the commitment to graduating college ready students. At the same time OVS has increased the number of technology classes offered and hired a college and career counselor to advise all students on career paths and certificate programs offered at SRJC. The number of OVS students taking classes at SRJC has increased for both students preparing to go to college and those gaining a certificate. OVS staff supports students as they enter the workforce and keep students informed and engaged by improving access to online services through our new website, Jupiter grading program, Google classes and the Homework Hotline. One area of growth identified is a need for staff trainings by textbook representatives. Many of the newest textbooks have online reading, writing and assessment components that need to be explained so that ST's can utilize the resources to their fullest potential. Additionally, an area of growth for our students would be a greater connection to the business community and work-experience opportunities that may be available through our community stakeholders.

**Areas of Strength**

Students have access to a wide variety of approved curriculum to meet their individual learning needs.

- Career and college counseling is available.
- Students have access to free classes at the community college.

- A commitment to offering wide variety of technology classes on campus.
- Continue to add to our A-G certified courses available to students
- A strong collaboration between students, parents and ST to individualize education.

### **Areas of Need**

- We have identified a need among teachers to get more training in using the new curriculum.
- We could do better at providing access to vocational opportunities in the business community.
- We could provide more access to project-based learning curriculum for families.

### **Supporting Evidence**

- Recently purchased new Language Arts and social studies curriculums for K-12.
- 30% of OVS students are using the Santa Rosa Junior College tuition and textbook funds provided by OVS.
- Career counselor works closely with high school students to help them chart their course and progress through high school.
- OVS students have gone to universities which include Stanford, Berkeley, and UC Davis.
- We periodically conduct alumni surveys
- We often invite alumni to speak at graduation ceremonies.
- Students are using STEM boxes that introduce various careers through hands-on projects and career pamphlets. Our social studies curriculum includes community awareness and career opportunities.

The requirements of the writing portfolios prepare students for academic writing needed for college and business.

- We offer STEM classes such as Make Class, Adobe Photoshop, Coding Class, Robotics, Photography, Ceramics, Digital Storytelling, etc.
- Students can choose from several state approved curriculum in all core subjects. Students incorporate other educational resources to meet their individual needs.
- Parent and student interviews overwhelmingly mentioned the ability to tailor the curriculum to meet their individual needs as a strength of our school.
- Many of our students go on field trips, such as to museums and community events. Other students are pursuing specialized interests in athletics and the arts.
- Parents, teachers, and students have regular meetings throughout the year to assess the effectiveness of the student's learning plan.
- The Homework Hotline and Jupiter grading program are available for students and parents to access at all times.

- Professional onsite campus college and career counselor available to all students
- Students have completed technical certificates in various fields. Students have gone on to universities after completing two years at the community college.

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## **C. Standards Based Student Learning: Instruction**

### **C1. Challenging and Relevant Learning Experiences Criterion**

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

**C1.1. Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.**

Students at OVS are involved in challenging and relevant learning experiences both through their independent-study assignments at home and in their on-campus classes. Our unique structure, in which each student is paired with a Supervising Teacher (ST) who assigns and evaluates their work, allows us to tailor independent-study curriculum to the needs of each student. Even in on-campus classes, where teachers instruct students in a group setting, our teachers work to differentiate the curriculum so that each student is appropriately supported and challenged.

OVS is described as a “hybrid” school because it allows a student to complete a portion, if not all, of their coursework independently at home, under the supervision of their ST, while taking some classes on campus. For students in K-8th grades, the ST works individually with parents and students to oversee the work, assign projects and assess the student's progress. Classes offered on Tuesdays and Thursdays are considered “enrichment” and are a supplement to core academic work completed at home, providing opportunities for hands-on projects and investigations, art instruction, and group work related to the common core standards in each subject area. The exception to this is the 7th and 8th grade math classes, which are self-contained.

For high school students, the ST meets individually with the student to oversee and assign work, and grade and assess progress. High school courses may be taken in two distinct formats: class-based or independent study. Classes are held on campus for the high school on Monday, Wednesdays and Fridays.

Many high school students will complete social science courses and most or all of their English courses independently through their supervising teachers, while completing math, science, Spanish, art, (and, on occasion, coding and music) in on-campus classes. Some of our high school students complete all of their coursework through independent-study. Many high school students are concurrently enrolled at the Santa Rosa Junior College. Additionally, approximately 30% of our high school students access career and college classes each semester at the Santa Rosa Junior College through our Early College program.

Student testimonials:

“OVS has inspired my child to be a better thinker.” -*5th grade parent*

“Each day is different, but I enjoy and look forward to all my classes. Although my classes may be challenging from time to time, the teachers are always available and willing to help me with any questions regarding the classwork” - *11th grade student*

“I have always looked forward to the English classes here. The classes are fun and interesting as well as challenging to the perfect level. Science and math are challenging as well, but generally organized in a way that makes it easy to follow along.” -*11th grade student*

In the following responses to prompts C1.2- C2.7, we used student and parent interviews, examination of student work, classroom observations, and teacher interviews to examine how students are involved in challenging and relevant learning in order to achieve our expected schoolwide learning results, academic standards, and college- and career-readiness indicators.

**C1.2. Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.**

At the high school level, each academic subject has a page on our website that includes a short description in each of the following categories: course description, course objectives, prerequisites, textbooks and materials, grading policy, and a course content outline.



Teachers direct students and parents to these pages at the beginning of the school year.

K-8 California Common Core standards are posted on our website. At the beginning of the year, teachers provide parents with the end-of-year, standards-based evaluation forms. This form outlines math and language arts benchmarks for their child's grade level.

All OVS teachers use common grade-level writing rubrics to evaluate student writing and as a framework for teaching narrative, informational, and argumentative writing. In kindergarten through 6th grade, each grade has its own rubrics for each writing style, while grades 7-8, 9-10, and 11-12 have rubrics for each of these two-year groupings. When students write essays, stories, and reports, teachers give feedback to students using these rubrics, and students are able to revise their work accordingly. The unique opportunity for one-on-one instruction at OVS is particularly well suited for writing instruction. STs have time to work with students individually during the planning and revision stages of the writing process, often using Google Docs as an effective tool for making comments and suggesting edits. The rubrics build on each other as grade level progresses and provide clear standards and performance levels for students to achieve.

In 8th-12th grade classes, teachers provide syllabi at the beginning of each year, outlining course objective, content, expectations, and grading policy. Teachers give progress grades throughout each semester, so that students have the opportunity to course-correct if need be. At the beginning of each class period, teachers write the schedule on the board, so student know what they will be learning that day and what activities they will be participating in. Teachers also post daily class activities and homework assignments on their class webpage (on the OVS website) so that students are clear on what is due, and so that absent students can keep up with the course.

**C1.3. Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.**

OVS teachers work to make our students' education a whole-child experience. Our STs typically stay with each student over the course of several grade levels, enabling formation of a strong bond with the students and families they serve. This allows them to recognize and nurture excellence, as well as pinpoint and offer remediation for areas of improvement. At the younger grade levels, STs accommodate for special field trips, cultural learning, and flexible learning environments that come with the homeschooling lifestyle.

One advantage of our unique structure is that teachers can easily adapt curriculum to each individual student. For example, a teacher might add additional current-event analysis to a student performing above grade level in social-studies or select simpler novels for a student struggling with reading. For students with learning disabilities, teachers will often provide audiobooks of novels and textbooks for students to listen to and follow along with as they read.

For both on-campus classes and independent-study assignments, teachers use a wide array of multimedia and technology tools to enhance student learning and address student needs.

In the elementary grades, many students participate in our Dream box math program, an internet-based, self-paced math review program. Students' progress at their own pace and the program automatically assigns remediation lessons when students score low on practice problems. Teachers are able to access student progress reports to determine how a student is doing with a particular concept, which will then guide their instruction. Our 6th grade math enrichment class offers math projects in which students learn and explore math concepts through hands-on art projects.

For language arts, elementary students have access to *Headsprout* reading program to reinforce the fundamentals of reading and comprehension.

In our high school courses, teachers use technology to reinforce, illustrate, and differentiate work for students. For example, teachers will post and sometimes assign Khan Academy and other instructional videos for math and science concept review. Some math teachers incorporate Desmos, an online graphing tool, in their teaching, allowing students to quickly see how manipulating variables in an equation affect the graph of that equation. In math and science classes, teachers offer challenge problems and advanced extensions to class investigations. Science teachers incorporate online PhET Interactive Simulations and other virtual lab experiments in which students digitally manipulate variables in simulated lab experiments, allowing them to "discover", for example, how variables such as particle movement, pressure, and temperature interact on the molecular level. Science teachers also teach students to use Google Sheets (spreadsheet program) for recording, analyzing, displaying, and graphing data from lab experiments. Students watch "Brainpop" videos and take online quizzes to reinforce science concepts taught in the 8th grade science class.

In our Spanish courses our instructor assigns independent-study homework on Google Classroom to reinforce concepts learned in class. Writing class teachers show videos and play audio of authors and poets reading their work.

In our on-campus art classes, internet access available to students at school is especially useful. In tandem with traditional book and lecture learning, OVS students are exposed to short historical and instructional videos, images and text of primary documents.

For independent study courses and to prepare for tests in on-campus classes, students use the online flashcard program Quizlet for practicing English and Spanish vocabulary words and chemistry, biology, and environmental science terms. Independent study teachers frequently use Google Docs to edit and make suggestions on student essay drafts. Students use Google Slides for presentations in many different classes and for independent-study assignments.

Student testimonials:

*Does your supervising teacher accommodate your individual learning style and needs?*

"Yes. I would say this is the best part about Orchard View and independent learning. I believe that my teacher is aware of my individual learning style and finds way to incorporate that into my lesson plans. This may be through giving me options for the books I read for English or research topics. I appreciate being able to have conversations with my teacher about the assignments I'm given and being able to express my opinions and ideas." (11th grader)

*Do you feel sufficiently challenged by your supervising teacher and classroom teachers?*

"Yes. I don't think the work I am given is too easy, but I also don't think the work is too difficult to the point where I feel lost and confused. I believe that the teachers use what they know about our abilities and try to accommodate and challenge that through the work that they give us." - (10th grader)

"The teachers at OVS are really good at communicating with other teachers to stagger deadlines for larger projects, making it possible to manage larger workloads." (11th grader)

*Do your independent study and classroom assignments integrate multimedia and technology in a way that addresses your specific learning challenges or needs?*

"Yes, typing pal, good instruction in regard to internet safety, google docs and instruction of navigation are important." (Elementary parent)

**C2. Student Engagement Criterion. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.**

## **C2.1. Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.**

All classes at OVS—to varying degrees—use manipulatives, videos, and online tools. Math classes use online graphing programs (Desmos), manipulatives like fraction pie pieces, and videos exploring the surprising nature of numbers like pi. In Spanish, a single class might include current events articles, internet videos, and songs. Students in science classes participate in online virtual lab experiments when equipment or dangerous chemicals inhibit doing of actual labs. Science teachers show computer animations to help explain complicated processes at the molecular level. A week in chemistry included an experiment to melt salt, wax, and sugar to see what bonds break down faster, and clay and toothpicks were used to model electrons in bonds. The Environmental Science class spent a week accessing the Purple Air website and other resources to research air quality (connected to ongoing wildfires and smoke in northern California).

Because much of the standards-based content is derived from textbooks, we keep a large selection of texts to address various ability levels, and we are continually updating our textbook library. But most primary curricula across the grades comes with online access and extra online components. In English, My Perspectives has links to audio and video, and in math, for example, Pearson has online videos and tutorials that enliven procedural lessons. Some independent study math students do most of their math online using the Teaching Textbooks curriculum.

In terms of extra support or remediation, students use sources such as Dreambox, Headsprout, Khan Academy, Mango Languages, and Quizlet. Students are able to work at their own pace and cycle back through topics they have yet to master. Some students also use technology such as time-management apps, fostering independence with their responsibilities.

The use of PowerPoints and podcasts are utilized in home study as well as on-site classes. Virtual Labs, online assessments, and videos are woven through many high school classes such as Spanish 1 and 2, Energy and Environment, Chemistry and Biology, as well as Algebra. In English class, essays and questions for novels are required to be typed, which requires a familiarity with Google docs or a similar word processing program. Schoolwide, we use the Google platform and students are familiar with using docs for collaborating, Google Slides for presentations, and Google Sheets for lab write-ups.

Several of our faculty use the online program Jupiter Grades to provide on-going assessment information to faculty and students. This is one method by which students track their own progress in class and keep updated on required work.

**C2.2. Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.**

The supporting framework of our school is independent study. Each teacher aims to individualize the student's course of study to accommodate individual learning styles, abilities, and needs to help build a creative, educated individual who is an effective communicator and a contributing member of society. We use many techniques, including Bloom's Taxonomy and the Socratic method, during our student appointments. During an interview when asked about the relevance of her curriculum and her engagement with her learning, one student replied, "I would say this is the best part about Orchard View and independent learning. I believe that my teacher is aware of my individual learning style and finds a way to incorporate that into my lesson plans. This may be through giving me options for the books I read for English or research topics. I appreciate being able to have conversations with my teacher about the assignments I'm given and being able to express my opinions and ideas." Because our teachers often have the opportunity to work with a student for several years, teachers develop a strong, stabilizing influence on their students' lives.

We use formative and summative assessments to gauge student learning. More specifically, we assess student outcomes through student performance and demonstration of critical and creative thinking skills. Other important life skills that we support are effective communication, cultural awareness, success in time management, and goal setting.

**C2.3. Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.**

OVS is designed to give students freedom to pursue their interests, gather knowledge, and enhance their skills. Most units lead to a research project or task that is open-ended and individualized. In math classes, students are assigned tasks and projects that allow them to use technology, gather data, build models, and create and test out their self-generated mathematics. The Math II syllabus states the goal for students "to be effective communicators, analytical and creative thinkers, adept navigators of technology, inquisitive and persistent problem solvers, and reflective explorers of ideas." To address this goal, students must engage challenging problems from a broad spectrum of settings with a full slate of tools and resources. Orchard View also has a Math Night event, where family, friends,

and students come together to work on student-generated and hosted tasks and puzzles.

OVS's school-wide, K-12 science fair is an important annual event. Students choose a topic of interest and spend many weeks researching and building an interactive presentation. Students have demonstrated their scientific knowledge through displays such as Rube Goldberg machines, homemade videos, and exploding volcanoes. Orchard view also writing/poetry and speaking events where students showcase their literary creativity for an audience.

**C2.4. Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.**

The structure of OVS inherently provides a variety of learning and thinking environments. Of course, every student is technically a homeschool student, and each student usually has at least one or two courses that are done entirely independently at home. However, most students also take classes at OVS, providing the opportunity to work with partners and in groups. Students have consistently communicated that they are happy with the blend of individual attention and group-oriented learning that takes place at OVS. Students also learn by engaging various technological media: Kahn Academy, iPads, Web-based curriculum, online classes, online academic games, educational videos, and email. In addition, teachers will sometimes create small groups among the students on their caseloads or within grade levels in order to discuss and analyze literature, history, or science topics. OVS also holds an annual Night of the Notables event where students impersonate historical figures and interact by presenting information related to their subject.

Through on-site elementary classes, students are exposed to hands-on learning, cooperative groups (both whole class and small group), Think-Pair-Share activities, games, the use of technology, discussions, demonstration, presentations, simulations, answer and question sessions, one on one, as well as exposure to experts and guest speaker/presenters. In Writers' Workshop, students are provided with important peer feedback and the opportunity to present their work. Students actively work in small groups and one-on-one with the instructor to support their writing needs and expand their understanding of the writing process. In Children's Literature, the teacher facilitates discussion around student understanding, text prediction, comprehension, and literature analysis, to promote critical thinking skills.

Our Garden Club allows for weekly observation and hands-on, group experience of gardening. The Hands-on Science course at OVS is rich in student-centered learning through

science experiments promoting higher-order thinking and use of investigation and the scientific method.

In Spanish, the ultimate goal is conversational Spanish. Class time provides opportunities for listening and reading as a class, as well as interpersonal communication among partners. The Spanish class uses games, music, poems, and literature with increasing complexity. Students demonstrate comprehension with verbal responses. Students do presentations on a variety of topics, including foods they have prepared, regions they would like to visit, or stories they have written. In Spanish 2, all students are expected to present to the class weekly on a topic of interest.

**C2.5. Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.**

Students use many online learning tools to support their learning, whether it is in an independent study or class-based course. Furthermore, students are taught and encouraged to do their own research online. They are able to access information that allows them to experience instruction differently, see and hear multiple perspectives, and engage virtual manipulatives. Of course, videos are regularly used for student learning. Essentially, all students (of an appropriate age) use computers and Google applications to organize their thinking, create final products, and share them with their teacher. Some students who use online programs also demonstrate their learning through online quizzes and remediation. Technology is ubiquitous, both as a tool for learning and a media for summarizing and sharing what was learned.

**C2.6. Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.**

In the lower grades, teachers often get to know students and families very well over a period of many years. This enables the parents and teacher to work together to incorporate a variety of resources around the home and in the community. If a ST finds a gap in understanding during a meeting, they immediately make an adjustment by: using a manipulative, engaging in Socratic conversation, etc. Families regularly report using library resources, encyclopedias, the internet, films, nearby locations, and community events as part of their instruction.

Many families often visit specific locations (aquariums, Fort Ross, local nature centers, etc.) in order to engage cross-curricular school tasks that are relevant and interesting. A middle school student reflected on how his last month's assignments included "reading historical fiction, watching *Camelot*, *The Musical*, and reading 'Story of the World.'" His assignments also noted that he had recently made a google slide presentation, made a timeline, built a model, and done science experiments.

Arts and electives allow students to engage in many activities outside of textbooks. Our art room and classes have an extensive collection of media and tools. Students create two-dimensional art that is displayed around school as well as three-dimensional ceramics. Make class is currently involved in building different types of musical instruments.

In Agroecology, students are building raised garden beds in the school garden. Instruction and hands on experience go hand in hand, as the students learn to use construction tools, then understand soil, and finally learn about plant growth. Many students, K-12 grade, participate in the school science fair where students design and conduct experiments, research and present a scientific phenomenon or make a model to learn more deeply about a principle. OVS also has an active recycling and composting program which serves not only our district (Orchard View, Apple Blossom, and Twin Hills) but also the community. The Sebastopol City Council recently conducted a Zero Waste study session where several students attended and presented during the session.

**C2.7. Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real-world experiences that have postsecondary implications.**

Opportunities and resources at OVS help students build a future based on their own talents, ambitions, and goals. We now have online assessments on our school webpage for students to explore their interests and possible careers. Students work with their STs and/or the college and career counselor to go over these to bridge a post-high school conversation about future plans.

OVS offers a variety of instruction in science-related careers. In Agroecology, students are building raised garden beds in the school garden. Instruction and hands on experience go hand in hand, as the students learn to use construction tools, then understand soil, and finally learn about plant growth. Our high school students have also had science-related



internships. Recently, our science teacher has connected a few students to year-long internships at the Bodega Bay Marine Laboratory.

Because independent study is built for flexibility, students interested in horses or animals, for example, are able to do Equine Studies or 4-H Leadership Training. A student interested in being a dental assistant can start taking the career-related courses at the Santa Rosa Junior College (SRJC) while still a high school student at OVS. Each semester, 20-30% of our high school students take classes at the SRJC. On average, a concurrently enrolled student takes two courses each semester, working toward college GE's or career interests/certificates. We have had great success in making these advanced and diverse options available for all high school students by educating them about free tuition for high school students through the SRJC and offering a textbook scholarship program of \$300 per semester for textbooks for sophomore through senior level students. The only cost to students is a small student fee. Since the last three-year midterm visit, we have had three students finish full certificates as well as one who finished her entire associate degree concurrently with finishing high school.

Our college and career counselor are available to help guide students with class options at OVS and at SRJC. Students regularly set up meetings with the counselor or attended presentations offered at OVS. Many of our students work and get Job Skills units for work in the community. These jobs range from restaurant work, retail sales, working on a horse ranch, and construction work.

For years, community and global philanthropy and awareness has been raised through our school's Interact Club (though current the club is on hiatus). Students have raised money for various local programs and collected food and warm socks for people in need. Many OVS students volunteer for the Ceres Project, which provides food (preparation and delivery) for people with critical illnesses. Additional volunteering opportunities our students are involved in are the Bird Rescue Center, Calistoga Monastery, Greendog Rescue, Native Songbird Care and conservation, and more. The nature of our independent study has always offered students and opportunity to connect their education to personal, local, and global interests.

## **Summary**

Throughout our study, we found that, at OVS, our instructional practices strike a balance between independent-study and classroom-based learning that benefits student learning and engagement. Additionally, teachers excel at differentiating instruction to challenge and support each student's learning, by using a variety of traditional and technology-based instructional materials. Teachers and administrators foster a collegial and safe learning

environment for students, further enhancing individual and group learning experiences. Students at the high school level benefit greatly from our flexible schedule which allows them to take SRJC classes, have part-time jobs and internships, and volunteer in the community. Students and parents have consistently reported their appreciation of the variety of instructional settings that are available including: independent study, small classes, wet labs and lecture halls at the JC.

While our findings were largely positive, we have identified some areas for improvement in order to better meet our students' needs. These include more student-led tasks, group work, and use of technology in math classes. Another area is more staff training for teachers to improve writing instruction at the high school level. We would also like to establish a digital platform for teachers to upload/ download curriculum to share (English and history units/ novel questions, projects, etc.)

### **Areas of Strength**

- Differentiating instruction to challenge and support each student's learning
- Balance of independent-study and classroom-based learning. Students have the opportunity for focused work time at home as well as the group work and interaction that classroom-based learning affords.
- Use of internet-based support programs for students needing review and remediation in math, language arts, and science
- Flexible schedule and access for taking junior college classes to experience college-level instruction environments

### **Areas of Need**

- More instruction on how to use Google docs, Google sheets (spreadsheets), etc.
- Less lecture in some math classes; more student-led tasks, group work and use of technology
- Staff training/ in-service for teachers on teaching writing (8th-12th grade)
- Page on website for teachers to upload/ download curriculum to share (English and history units/ novel questions, projects, etc.)
- Some sort of google classroom set-up for students to share and comment on each other's writing (for independent study)
- Develop a curriculum and support for internships so that students can take this for credit.
- Supervising teachers will share grade-level standards for high school students at the beginning of the semester
- Physical education class(es) for high school students

## **Supporting Evidence**

- Parent interviews
- Student interviews
- Classroom visits and observations
- Staff handbook
- OVS parent and student surveys
- Staff meetings and teacher conversations
- CAASP test results
- Activity/class participation data
- Student weekly lesson plans
- Student work samples
- Textbooks and curriculum resources

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### **D1. Using Assessment to Analyze and Report Student Progress Criterion**

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

#### **D1.1. Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.**

Our most effective means of assessing student progress is the weekly or biweekly meetings where students meet individually with their Supervising Teachers (ST) to discuss their assignments and learning through interview, observation, and samples of demonstrated work. This is the heart of our program at OVS where concerns and challenges can be addressed, additional instruction can be given and extension assignments can be given to add additional depth and, or scope. STs use the I, O, D method (Interview, Observe, Demonstrate) to record student progress and collect work samples for student files. Working individually with students, OVS teachers use a variety of methods to assess student

progress: discussion, written response, chapter questions, quizzes, reports both oral and written, PowerPoint presentations, and other documentation of work. This constant one on one formative assessment is one of the strongest aspects of OVS. Where teachers in a traditional school setting must find ways to assess student understanding and progress with a class of 25-35 students, we have the joy of assessing our students one on one in regular meetings. Assignment logs and work samples including comments are kept in student work files that are kept for three years. Student evaluations are written and submitted at the end of the year for grades K-8 and semester grades are given for grades 9-12. "I feel like it was much more challenging to know if my students were understanding new science concepts at W High School because there were so many of them. Sometimes I didn't realize how confused a student was until well into a unit. I almost never was able to offer an advanced or particularly interested student option to satisfy additional curiosity until I came to OVS" - *OVS Teacher*

Each OVS student is required to complete at least three formal writing assignments each school year for their writing portfolio. Students must have at least one sample that is narrative, one that is persuasive, and one that is informational. Supervising teachers work individually with students to improve their writing skills using rubrics and grade level standards to determine where to focus writing instruction. The school wide writing rubric is then used to evaluate individual and schoolwide writing progress and to adjust instruction in writing. Portfolios follow students throughout their years at O.V.S. and allows a new supervising teacher to understand very quickly where their writing instruction should begin in order that the student can focus on the areas that they need particular attention. Again, this individual attention to formal writing is an area where OVS shines due to its one-on-one design.

In addition to their STs, OVS students often opt to take on-campus classes. On-campus class teachers teach between one and three relatively small classes. No teacher is overwhelmed with a large quantity of students either within a class or total. On-site class teachers also use a variety of assessments to monitor student progress. These depend on the grade level of the students. Until 7th grade students are assessed through teacher prompted questions within the class, class discussions, group and individual projects, written response to prompts, labs, and presentations. Beginning around 7th or 8th grade students are assessed by the above methods as well as complete midterms and finals, along with chapter portfolios, group tests, quizzes, formal lab write ups and projects, and midterms and finals. Student work in on-site classes is given comments until 8th grade and beginning in 9th grade students are given grades (A-F). If students are falling behind with a grade below a C, progress reports are issued to the student, parent, and the student's ST and a plan is created to facilitate student success as it pertains to their particular goals. This is required halfway through the semester but often happens more frequently. This may be why it is rare for students to fail classes at OVS.

If concerns regarding fundamental or developmental skills arise, teachers can use informal diagnostic test that are available to assess basic skills. Students can be referred to Student Study Teams to provide support and alternatives including additional referrals for formal academic and psychological testing and IEP and 504 meetings.

Each year, OVS administers the CAASP test. The test is offered over a two-week period with make-up opportunities after the regular testing period. Participation in testing is in the 90% range. Individual test results are mailed to families. STs are given the individual test results of the students on their caseload. Subject area teachers (mathematics) are given school wide results and meet as a team to analyze results and make program modifications as needed. School wide CAASP results are published in the school newsletter and are also published in the local newspapers.

OVS works with a local private school to provide an opportunity for our high school students to take the PSAT at no cost to them. Orchard View staff assists in proctoring the test. Juniors and seniors are supplied with information and timelines for taking the SAT and/or ACT test.

#### **D1.2. Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.**

All current state content and core standards are available to all stakeholders and easy to access on our school website. STs review the state standards and use them as the foundation for the curriculum that their students follow throughout the year. K-8 students have a variety of programs to choose from that align with the standards depending on their educational philosophy and goals. These programs are also available on the school website. Additionally, each high school course has a course description which reflects ESLRs, common core, and framework standards. The course descriptions delineate the assessment criteria for grading and are available to all stakeholders on the school website. STs use the descriptions to ensure that students are being held to consistent standards when assessing their progress. In this way OVS teachers can individualize the program offered to students that align with each student's and family's educational philosophy and goals, while still maintaining a curriculum that is aligned with, and usually above, state standards. Growth and performance levels are assessed using methods previously discussed in accordance with state standards at each student's grade level.

#### **D1.3. Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.**

All current state content and core standards are available to all stakeholders and easy to access on our school website. STs review the state standards and use them as the foundation for the curriculum that their students follow throughout the year. K-8 students have a variety of programs to choose from that align with the standards depending on their educational philosophy and goals. These programs are also available on the school website. Additionally, each high school course has a course description which reflects ESLRs, common core, and framework standards. The course descriptions delineate the assessment criteria for grading and are available to all stakeholders on the school website. STs use the descriptions to ensure that students are being held to consistent standards when assessing their progress. In this way OVS, teachers can individualize the program offered to students that align with each student's and family's educational philosophy and goals, while still maintaining a curriculum that is aligned with, and usually above, state standards. Growth and performance levels are assessed using methods previously discussed in accordance with state standards at each student's grade level.

**D1.4. Evaluate the processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.**

High school student's progress towards graduation is monitored by their ST and the school counselor. OVS submits course descriptions to UC/CSU to get a-g course approval. All course outlines were recently reviewed and updated as a result of our last round of the WASC visit. Students begin meeting with the high school counselor in 8th grade and have many opportunities to discuss goals and educational options, including dual enrollment at SRJC, with their teacher. Each year parents and students are asked to evaluate OVS program effectiveness.

**D1.5. Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.**

OVS uses a variety of methods to evaluate our program and improve our student's school experience. Input from parents and students at their weekly meeting is shared with all teachers and administrators at biweekly meetings. Parent Advisory Committee meets with teacher and administrators to voice concerns and bring new ideas. These are discussed at

staff meetings. Yearly parent surveys affect program calendar and course offerings in the new school year. CAASPP results are shared as well. All these sources of information inform the ACTION PLAN which is reviewed periodically and used to drive yearly school improvement goals. Teachers also use these goals when choosing professional development for the coming year. A need for more physical fitness was identified in both the parent survey, Parent Advisory Committee, and brought to several staff during weekly meetings. As a result, OVS added Our School In Motion for all students, parents, and staff before school begins on Tuesdays and Thursdays.

**D1.6. Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.**

OVS administrators and academic counselors take the lead in reviewing graduation requirements, credits, and transferable credits from SRJC. This information is transferred to ST, student, and parents.

Teachers and staff identified a need to align course syllabi of a-g courses to ensure consistency and rigor between courses offered by different teachers. The outcome was the creation of consistent course outlines for all a-g high school courses, posted on the school website which inform teacher's lesson plans.

**D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion. Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.**

**D2.1. Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.**

At OVS students and teachers benefit from regular formative assessment. Regular meetings occurring 2-4 times a month allow teachers to evaluate student progress and provide feedback to fill gaps in understanding, adjust pacing, and provide more advanced or in-depth material depending on student wants and needs. Student samples are collected, evaluated, commented on, and discussed at each meeting to provide evidence of formative assessment. In addition, discussions and observations are noted on assignment logs. The effectiveness of frequent formative assessment may be one of our greatest strengths. Additionally, summative assessments such as exams, lab write ups, math projects, presentations, essay,

etcetera are used to analyze student achievement toward grade level standards, with greater frequency in the high school years.

**D2.2. Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.**

If STs determine through assessment that a student is not progressing, they have many options to make changes for students. Assignments and curriculum can be modified. OVS has a wide range of materials and textbooks available to add extra challenge or extra support as indicated. Students can enroll in on-campus classes for guided instruction in math, English, and writing or change course levels, for example: switch from Math 1 to Algebra Core. Tutorial support can be offered in math tutorial and study hall.

As one parent stated in her Assessment questionnaire,

*"When the circumstances allow, OVS supervising teachers are very accommodating in tailoring projects and/or assignments around students' interests. They are also receptive and supportive in reviewing and switching curricula, when something isn't working well for the student. OVS supervising teachers are supportive when things take a little extra time to grasp and happy to help a student work ahead, when ready to advance."*

**D2.3. Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.**

OVS STs meet with students individually each week or every other week. They are constantly giving immediate feedback to students on their progress and are constantly assessing by observation and interview. Questions, projects, and tests are graded and returned to students.

On-campus classes at OVS are generally small, usually less than 20 students, often less than 15. Class teachers can use formative and summative tests to give timely feedback to students, parents, and to respective STs. Individual intervention can be implemented almost immediately.



## **Summary**

Because OVS STs meet one-on-one with students to review assignments on a weekly or bi-weekly basis, the assessment and modification process is continual. Assessment and modification happen often. In on-campus classes, teacher use a variety of assessment methods to ensure that their instruction has been effective and students, by and large, are “getting it”. When assessment results indicate that students are not meeting learning objectives, the teacher can use reteach, review, and investigation methods to remedy the situation.

Annual CAASP testing allows OVS administration and staff to analyze our overall performance as a school. The results are also helpful for parents to see their student’s achievement level.

## **Areas of Strength**

- Close monitoring of and immediate feedback on student progress
- Ability to adjust program and materials for individual students
- Flexibility to add school wide program options and invest in materials to strengthen areas of need.

## **Areas of Need**

Teacher training on deconstructing CAASP test results. What exact skills are assessed? What remediation is needed?

For elementary level students, no comments about student performance in on-campus classes is provided to parents and supervising teachers. Because this is a different setting for student evaluation than in the one-on-one meetings with the supervising teacher, it would provide valuable information about students’ abilities and growth in group and collaborative activities.

## **Supporting Evidence**

- Writing portfolios
- Student evaluation forms
- Student files with work samples.
- Binder of diagnostic tests and screenings for areas of concern.
- Online course outlines.
- Math course outlines.
- Placement tests
- A-g course descriptions
- Rubrics

- Curriculum material and textbooks.
- Assignment sheets.
- Continue portfolios year after year.
- CAASP multi year
- Student files show growth throughout year.
- Teacher Survey.
- Parent surveys.
- Student surveys
- New online course outlines
- Action plan form 2013 WASC self-study
- Yearly Parent surveys
- CAASPP
- Prof Development for growth
- Parent Advisory
- Staff Meeting
- Academic Counselor
- Staff Meetings and Collaboration
- Compliance with Independent Studies laws.
- Student files
- 504
- IEP
- Individual lesson plans

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**Category E: School Culture and Support for Student Personal and Academic Growth**

**The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.**

**E1.1. Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.**

**E1.2. Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships,**

**guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.**

The nature of the OVS independent study models ensures that parents are key partners in the education of their children. There is a team approach that includes parental participation in planning and conducting the student's education. Weekly meetings, telephone conversations, home visits, and attendance at student performances build close relationships between students, parents, and teachers. A few of our teachers are current or former independent study parents themselves, so there is a deep understanding of the process from the inside out.

Parents are provided with the Common Core and state standards for each grade level. Materials aligned with state standards are issued to families for direct instruction and reference. Care is taken to provide materials that access with the different learning styles and philosophies in the homeschool community, so parents may introduce materials related to curriculum to enhance their child's study. OVS provides the structure and guidance to assure that academic standards are met.

One of the many reasons that families choose independent study is the flexibility to actively participate in community educational opportunities. OVS welcomes families through the district and offers several school community events such as a Science Fair, Night of the Notables, Art Fair, Winter Craft Fair, creative writing event, and has an Open House to showcase students' work. Families and community members are invited to participate in all of these. There are student-driven on-campus events such as Interact Club fundraisers and meetings, potluck party for high schoolers, dances, soccer games. Parents have put together a Facebook group to help organize field trips and group activities outside of school, and students participate in community activities such as volunteering at Ceres Project, Humane Society, and Food for Thought. Almost all students are involved in an activity such as horseback riding, martial arts, music, or dance.

Members of the OVS Advisory Board include three parents from the school. They meet with faculty four times each year to give parental input on a variety of topics such as surveys, volunteerism, fund raising, classes, food allergy policies, and campus design. Parents on the board encourage other school parents to discuss concerns with them prior to each meeting.

*The View*, a monthly newsletter, is emailed or mailed by post to each family to notify students and parents of upcoming events and programs. OVS has a website which is updated regularly and has proved to be instrumental in attracting new students to the school. The Homework Hotline is on the website and keeps a record of all in-class assignments and homework.

Community members are often used to enrich group instruction. Examples of this have been a clinical psychologist, a fashion designer, a master gardener, professional musicians, and a professional photographer. Teachers often refer students to local businesses and organizations for volunteer and job opportunities. Students participate in the Sonoma County Science Fair, Spelling Bee, and Coastal Commission Art & Poetry Contest.

## **E2. School Environment Criterion**

**The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.**

**E2.1. Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.**

**E2.2. Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.**

**E2.3. Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.**

OVS is a very safe and peaceful place in which to learn. To quote one of our 8th graders: "Most of all, Orchard View gave me a sense of comfort and ease about my level, myself, and my education. OVS gives me everything I need: classes and socialization but also a time to work at my own pace in my own way." The grounds are clean and inviting, the playground

equipment safe and fun, the staff is attentive, and the students are aware of the appropriate behavior expected from them. According to parent and student interviews and survey responses, students feel safe and secure at OVS. In fact, the sense of safety is one of the reasons that families choose to enroll at OVS.

At OVS, teachers provide a nurturing environment for all students. They welcome phone calls from students with questions, are available for drop-in visits, and give verbal and physical support on a daily basis. Though OVS is an independent study school, students are on campus on a regular and frequent basis. Students comment on how comfortable they are at Orchard View. Student surveys indicate that OVS students suffer less social and academic stress because “students and teachers are nice to each other.” OVS has added a new suicide prevention program called SOS.

Because OVS is a small school campus and population, there is a sense of contained security about the campus and system of organized supervision. OVS has high behavioral expectations of students. Families sign a behavior contract and Internet usage agreement, and classroom teachers set class rules. Online filters limit student access to questionable sources. The school has a closed campus policy. Staff and students participate in emergency safety and evacuation drills. The district nurse updates teachers on student medical needs and offers training in CPR, Epi-pen, and other relevant medical information and response protocol. Teachers are alert to student behavior and signs of distress and regularly consult with administration, nurse and psychologist staff, therapist, and consult/refer as needed with a counselor. Digital responsibility is addressed in computer classes. Google Docs model constructive, appropriate comments for responses to other students writing in writing classes. Verbal critiques are taught in classes in a positive way. Supervising teachers monitor recess.

Because credentialed, Supervising Teachers (ST) follow students through the grades, long term relationships are common. Consistent, frequent, one-on-one meetings between student and teacher lead to trust and working awareness of students’ needs and wellbeing that becomes vehicle for caring, concern, and high expectations for students. This is one of the most valuable and powerful structures utilized at OVS to support student academic and personal growth. Further consistency is built over the years through families choosing to stay with teacher over multiple years.

Students are given individualized assessments, school wide assessments, and participate in State Standardized Testing. The results are used as tools by teachers and parents to plan appropriate curriculum and instruction and encourage academic rigor. Although curriculum is individualized, OVS teachers strive to make sure every student is working at a level in accord with their potential.

Multiple perspectives are taught in enrichment classes. Feedback is given to parents, administrators, and STs by enrichment teachers about student performance in their classes.

Inherent in the independent study model for teachers is the instance where one's area of expertise is challenged by limits of familiarity with certain curriculum areas/topics. One of the strengths of our professional working relationship with colleagues is that we can rely upon each other for professional assistance. Although individualized curriculum and instruction is a strength, it creates challenges for teachers to address such a broad and unique range of students' abilities and interests.

OVS provides a student/parent handbook which all families receive at the initial meeting at the beginning of the school year. Students and parents sign a Behavior Guidelines Agreement at the beginning of each school year which outlines expectations including dress code, respect for teachers and other students, use of cell phones, plagiarism, and harassment issues.

OVS has a strict "closed campus" policy meaning that when a student is dropped off or has driven to the campus for an instructional learning group, they are not to leave the campus again until their final class is over. Often, there is a break in their schedule where they need to wait for another class. At that time they attend a supervised study hall or are working as a teaching assistant in an Apple Blossom classroom. All lunch breaks are supervised by an adult. The students can play soccer or relax in the courtyard.

OVS participates in a district wide Disaster Preparedness Plan and regular fire, earthquake and lock-down drills. The entire staff is trained in the use of an EPI pen in the case of a severe allergic reaction to food or insect stings. All staff have been CPR and first aid certified, updated bi-annually.

### **E3. Personal and Academic Student Support Criterion**

**All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.**

**E3.1. Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.**

**E3.2 Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to**

**and progress in the rigorous standards-based curriculum.**

**E3.3. Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.**

**E3.4. Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).**

**E3.5. Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.**

Intrinsic to the independent study model, faculty are closely involved in the instructional support and guidance offered to students and their family throughout their schooling career. In addition to the individual lesson plans provided to students, teachers are in “conversation” with students and parents on a regular basis monitoring academic, personal, and social indicators the students are safe, secure, and aware of academic expectations and performance.

Teachers work with their individual students to ensure that required courses and standards are being completed, college or vocational goals are addressed, and PSAT and SAT test dates are provided. Teachers are also involved with college applications, working with students on application essays and writing letters of recommendation, aiding students in identifying appropriate courses for concurrent enrollment at SRJC. OVS's college and career counselor monitors and supports students with transcript review and helps students/families identify their academic, vocational, and career goals.

STs and classroom teachers talk frequently through casual on-campus meetings and emails about student progress. Students meet regularly with STs and parents attend as often as needed, according to individual student needs. STs can easily tailor lessons to individual learning styles, paces, and tastes. The Behavior Agreement specifies interventions, and we use absences as a guideline for student achievement, as well as assessments. Middle and high school students meet with our counselor and 504 plans are given as needed.

Students receive a great deal of attention at OVS due to individual meetings with STs, small class sizes, longevity of student-teacher relationships, and a close-knit and collaborative

environment where teachers have easy access to each other, and parents have open lines of communication with teachers. STs oversee the work students are doing in their on-site classes as well as independent work. This allows for early and accurate identification of specific needs. Struggling students have Student Support meetings as needed. Students are often given extra support through extra time with Supervising Teachers, classroom teachers, and in math tutorials. We do have an effective SST program for 504 and Special Ed concerns. Our Spanish teachers are able to communicate effectively with any of Spanish-only speaking parents.

The demographics of the communities from which OVS draws from are not as diverse as some schools. Nor could we have the ability to "distribute" students throughout classes, etc. if it was. OVS offers all students equitable support. The one area that was difficult for lower economic students was access to the SRJC, though our textbook assistance program has leveled the playing field there. Dreambox math lab was started so students who couldn't access computers at home could do Dreambox at school. Math tutorials would be another example of offering free tutorial support.

Because many of our students come to OVS to have the flexibility to participate in extracurricular activities outside of school, the STs works with parents and students to create a well-rounded overall plan for student learning. For students choosing to pursue activities through OVS, we offer a variety of on-campus classes and activities. We base our offerings on student needs and interests, as determined through feedback from students, parents, teachers, and district/education professionals.

### **Summary**

OVS was founded on the educational belief that each student is a unique learner, and that the true learning happens within the context of and partnership between family, community, and school. Therefore, OVS uses a flexible model to provide students and families with choices about where, when, and how to focus and foster learning. This model inherently supports independent learning by through a combination of at home, on-campus, in college, and community-based activities.

Combined with individualized, one-on-one support, OVS offers an optimal level of care, support, and high expectations, while respecting and encouraging individual differences. OVS prioritizes building relationships and mutual understanding. Like all schools and societies, there is continuous work to do, to ensure that all ideas, perspectives, and backgrounds are represented with appreciation.

However, the strength of our school, from kindergarten to twelfth grade, is marked by positive relationships, where students, families, and educators work together as a team, to ensure personal and academic success, and enjoy a close-knit student body and learning team.



## **Areas of Strength**

Feedback from parents and student-

- Feel valued
- Feel safe
- Respect and trust teachers and administrators
- Wide variety of choices in curriculum
- Lots of information and opportunities for community events

## **Areas of Growth**

Feedback from parents and student-

- Sports
- A little more awareness about respecting a variety of political views- how to work with those that may oppose yours
- Still some inappropriate behavior, bullying and lying about behavior-would like to get more communication going on this (between members of entire classroom community-how does it affect the class and how to stop it)
- Make sure parents understand their responsibility for keeping the school community healthy-sending sick kids to school (this was feedback from a kid...)

## **Supporting Evidence**

- SOS Program
- Individualized lesson plans from Supervising Teachers
- Counselor
- Nurse
- Visiting professionals such as firefighters, authors, biologists, librarians
- Prentice Hall World and U.S. History, Dreambox, Wordly Wise, DuoLingo, are all used as components of study in various courses.
- Teacher meetings with students and parents
- Students in the same grade may be reading different books, using different curriculum, and responding to lessons through different methods.
- Diversity is reflected in our brochure and website
- Social Science and English courses are designed to reflect racial, gender, sexual, cultural and class diversity.
- Students are admitted by lottery
- Dashboard stats show demographics for our geographical area

- JC Textbook assistance program
- Dreambox math lab
- Math tutorials
- Computer lab and study hall
- Individualized curriculum can easily be adjusted for students with different needs
- Core and elective classes
- Interact Club and related school activities such as dances, bake sales, movie nights
- student participation in Advisory Board
- pop-up activities such as Out Loud, visiting authors
- SRJC workshops
- compost and Laguna rehabilitation
- Our School in Motion

# Chapter Four

## Summary From Analysis of Student Learning Needs

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*empower*

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*Having Agency in my education taught me to be driven in the activities and jobs I pursued.*

*OVS Alumni Survey*

## **Chapter Four**

### **Summary from analysis of Identified Critical Student Learning Needs**

Following the completion of the self-study, the focus groups reconvened to review and prioritize their findings, focus group members participated in a survey designed to evaluate Independent Study practices and each group discussed and analyzed their findings. This survey promoted valuable group discussion based on the Independent Study model and allowed the staff to analyze the school according to exemplary Independent Study practices.

Then each group worked collaboratively to identify the student learning strengths and needs based on the Independent Study practices survey, parent and student surveys, CAASPP results, ESLRS staff analysis, and their individual focus group findings. These results were recorded and tallied and presented to the staff at a subsequent meeting to revise the school-wide action plan.

Identified needs via data, surveys, and focus groups:

- Writing Instruction 7-12
- Math Instruction for elementary students
- More choices for math curriculum
- Targeted intervention
- Assessing student achievement
- CAASPP practice
- Teacher training on adopted curriculum
- Support for alternative approaches
- Professional Development- Instruction
- Diversity and sensitivity training for staff
- Professional development: PE/Job skills/Vocational/Socio-emotional learning
- Clear academic expectations
- PE (define expectations and provide resources)
- Job Skills/Vocational (define expectations and provide resources)
- Socio-emotional learning (define expectations and provide resources)
- Transitioning into Independent Study

The findings can be divided into three categories:

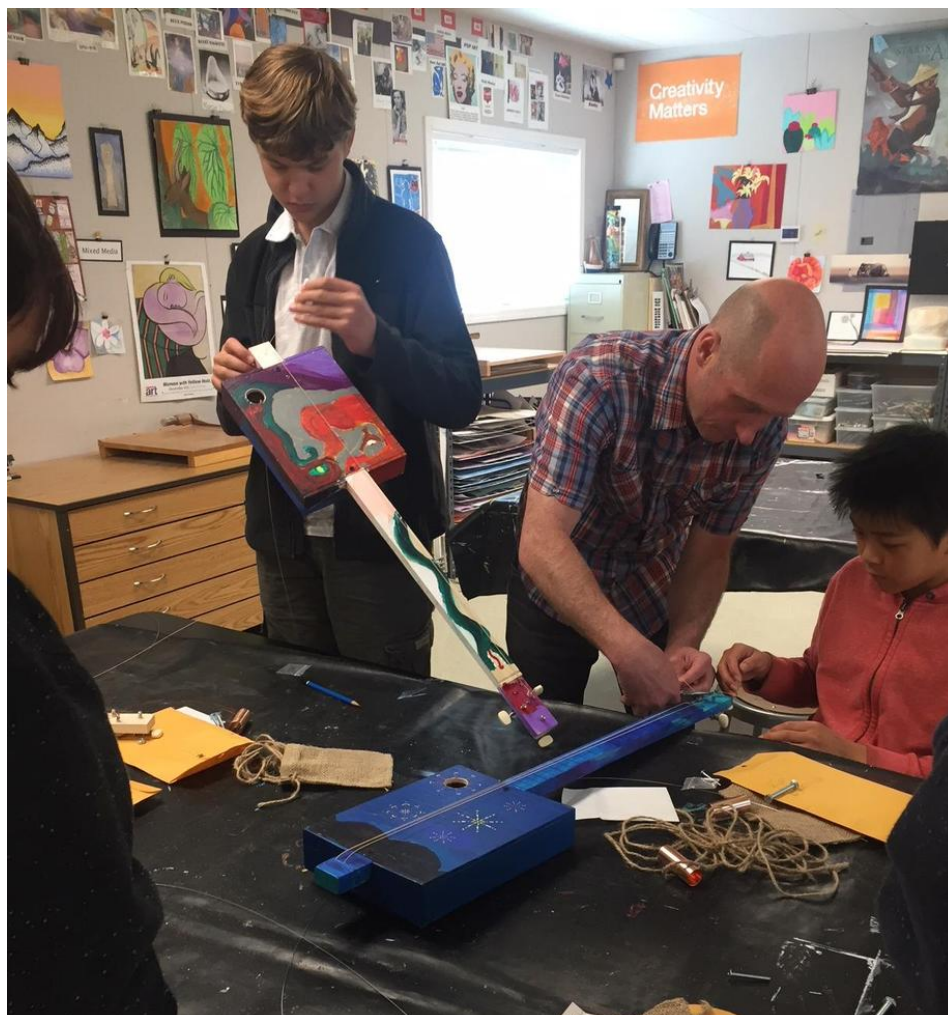
1. math and ELA support
2. consistent and measurable expectations of achievement
3. targeted professional development.

Together the findings became the rationale for the revised school-wide action plan's three goals. OVS is looking forward to the visiting committee's findings and will subsequently revise the action plan as needed.

# Chapter Five

## School-wide Action Plan

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*engage*

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OVS allowed me to intern at an equestrian facility while getting my diploma. I am now a professional trainer, successfully training, showing and supporting myself.

*OVS Alumni Survey*

## **Chapter Five**

### **School-wide Action Plan**

|                                  |  |
|----------------------------------|--|
| <b>Critical Need # 1</b>         | <b>Students will achieve grade level proficiency in ELA and Math</b>   |
| <b>Growth Target</b>             | <b>2019-21 – the number of students who score proficient in MATH and ELA for grades 3-8 &amp; 11 will increase annually by 3%</b>  |
| <b>Rationale</b>                 | <b>Identified needs via data, surveys, and focus groups:</b> <ul style="list-style-type: none"> <li>• <b>Writing Instruction 7-12</b></li> <li>• <b>Math Instruction for elementary students</b></li> <li>• <b>More choices for math curriculum</b></li> <li>• <b>Targeted intervention</b></li> <li>• <b>Assessing student achievement</b></li> <li>• <b>CAASPP practice</b></li> </ul> |
| <b>ESLRs Addressed</b>           | <b>Educated Individuals, Critical Thinkers</b>   |
| <b>Corresponding LCAP goals.</b> | <b># 1: To provide each student with the opportunity to attain increasing levels of achievement that prepares them for success in the 21<sup>st</sup> century with district curriculum that is rigorous, aligned with Common Core Standards, and meets 21<sup>st</sup> century learning goals</b>  |

| <b>Specific Steps</b>   | <b>Responsible Parties</b>     | <b>Timeline</b>       | <b>Resources</b>  | <b>Ways to Assess Progress</b>      | <b>Reporting Methods</b>                        |
|---|--------------------------------|-----------------------|---|-------------------------------------|---|
| Identify students who test below “nearly met” on the SBAC and create an intervention plan | Director, Supervising Teachers | 2019-2020 and ongoing | SBAC Data<br>Common planning to discuss intervention strategies | SBAC Data, End of year evaluations, | Mid-year updated plans, End of year Evaluations |
| PLC’s research and develop interim and  | Math and ELA PLC’s             | 2019-2020             | Common planning time, CA CCSS,                                  | Completed and/or identified         | Reports to all staff at scheduled staff         |

|  |                                 |                       |  |  |  |
|--|---------------------------------|-----------------------|--|--|--|
| summative assessments for each grade level in Math begin w/end of 2nd grade                    |                                 |                       | Curriculum resources   | assessments  | meeting  |
| PLC's develop main concept checklist for lower-level learners in Math and ELA                  | Identified PLC's                | 2019-2020             | Common meeting time, CA CCSS, End of year evaluations, Writing Rubrics           | Completed Checklists   | Report to all staff, communicate to parents in individual meetings |
| Create math curriculum with parent access for grade 4 students aligned with digital resources. | Math Chair, Jason Stevens       | Spring 2019           | Additional prep time, CA CCSS, McGraw Hill <i>MyMath</i> resources, Kahn Academy | Completion and online posting                                    | Report to Supervising teachers, Newsletter to parents              |
| Purchase STAR assessment licenses for ELA and provide them to homeschooling families.          | Star Coordinator, Lisa Loughran | Fall 2019 and ongoing | Funding, Training via Apple Blossom School                                       | Number of students assessed                                      | Report to Director   |
| Give feedback to parents on writing portfolio progress based on rubrics each semester          | Supervising teachers            | 2019-2020 and ongoing | Writing Portfolio prompts and rubrics  | Competition of Mid and end of year reports, working file records | End of year follow-up with director                                |
| Develop writing course for grade 7 students.   | Designated PLC's and teachers.  | 2019-2020             | Funding, Common prep time Professional Development                               | Submitted curriculum and syllabus                                | Presentation to Director and Supervising teachers                  |
| Provide opportunities for students to take practice SBAC tests.                                | Director                        | Fall 2019 and ongoing | CAASPP Resources OVS Website Class time  | Online access Class schedule                                     | To teachers and parents via newsletter & schedules                 |



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|---------------------------------|--|
| <b>Critical Need # 2</b>        | <i>Professional development and support to address Common Core, ESLRS and 21<sup>st</sup> Century Skills</i>   |
| <b>Growth Target</b>            | <p>All teachers will take part in a PLC (Professional Learning Community) annually.</p> <p>All teachers will participate in targeted Professional development identified by their PLC.</p> <p>All new Supervising Teachers will be mentored for the first year</p>   |
| <b>Rationale</b>                | <p>Identified needs via data, surveys, and focus groups:</p> <ul style="list-style-type: none"> <li>• Teacher training on adopted curriculum</li> <li>• Support for alternative approaches</li> <li>• Professional Development- Instruction</li> <li>• Diversity and sensitivity training for staff</li> <li>• Professional development: PE/Job skills/Vocational/Socio-emotional learning</li> </ul>                                      |
| <b>ESLRs Addressed</b>          | <b>Educated Individuals, Critical Thinkers, Creative Thinkers, Effective Communicators, Contributing members of Society</b>  |
| <b>Corresponding LCAP Goals</b> | <p><b>#1. To provide each student with the opportunity to attain increasing levels of achievement that prepares them for success in the 21<sup>st</sup> century with district curriculum that is rigorous, aligned with Common Core Standards, and meets 21<sup>st</sup> century learning goals.</b></p> <p><b>#2. To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents</b></p> |

| <b>Specific Steps</b>                              | <b>Responsible Parties</b>        | <b>Timeline</b>  | <b>Resources</b>     | <b>Ways to Assess Progress</b>       | <b>Reporting Methods</b>                       |
|--|-----------------------------------|------------------|----------------------|--------------------------------------|--|
| PLC's will form and meet once a month.             | Director,<br>Supervising Teachers | 2019-2020        | Common planning time | Staff Meeting Agenda,<br>PLC's notes | PLC reports at staff meetings twice a semester |
| New Supervising teacher orientation and mentorship | Director,<br>Assigned mentor      | 2019-202 ongoing | Funding              | Mentor's notes,<br>working files     | Mentor reports to Director                     |



|  |  |                      |  |                          |   |
|--|--|----------------------|--|--------------------------|---|
| Update the staff handbook  | Administrators, Maura DuVall-coordinator | 2019-2020            | OVS guidelines and agreements, District Guidelines, Independent Study Compliance Law, Charter School Law | Competition of hand book | Made accessible to staff via staff portal and in hardcopy |
| Develop staff portal on the OVS website for teachers to share curriculum | Director                                 | 2019-202 and ongoing | OVS Website Edlio tutorials  | Completed Portal         | Staff meeting and email                                   |

|                        |  |
|------------------------|--|
| <b>Goal # 3</b>        | <b><i>Develop consistent and measurable expectations of achievement and student performance supported by resources to meet and assess goals.</i></b>   |
| <b>Growth Target</b>   | <b>OVS will develop course descriptions and syllabi, for all existing high school courses.<br/>OVS will define a pathway with clear expectations and resources for students to meet PE goals.<br/>OVS will provide orientation to high school students transitioning into Independent Study.</b>   |
| <b>Rationale</b>       | <b>Corresponding needs:</b> <ul style="list-style-type: none"> <li>• Clear academic expectations</li> <li>• Transitioning into Independent Study</li> <li>• PE (define expectations and provide resources)</li> <li>• Job Skills/Vocational (define expectations and provide resources)</li> <li>• Socio-emotional learning (define expectations and provide resources)</li> <li>• High School Social Sciences</li> </ul>  |
| <b>ESLRs Addressed</b> | <b>Educated Individuals, Independent Learners</b>  |
| <b>LCAP Goals</b>      | <b>#1. To provide each student with the opportunity to attain increasing levels of achievement that prepares them for success in the 21<sup>st</sup> century with district curriculum that is rigorous, aligned with Common Core Standards, and meets 21<sup>st</sup> century learning goals.</b><br><br><b>#3. To encourage all students to become Independent Learners who strive to expand their own intellectual growth, explore school and career opportunities, set goals and manage time effectively.</b> |

| <b>Specific Steps</b>   | <b>Responsible Parties</b>            | <b>Timeline</b>                       | <b>Resources</b>  | <b>Ways to Assess Progress</b>              | <b>Reporting Methods</b>  |
|---|---------------------------------------|---------------------------------------|---|---|---|
| Complete and syllabi for all current OVS High School courses                    | Course teachers, Supervising Teachers | 2019-2020 and ongoing for new courses | Funding, Curriculum development hours   | Completer syllabi                           | Posted on line, distributed to Supervising Teachers   |
| Create course descriptions and grade level expectations for PE in grades K-8    | Director, Supervising Teachers        | 2019-2020                             | Funding, Curriculum development hours, Common Planning time                                   | Completed descriptions and expectations     | Posted on-line in course descriptions, reported to Supervising Teachers, inclusion in end of year-evaluations |
| Create HS PE course with flexible pathway for students to meet PE requirements. | Identified PLC                        | 2019-202                              | CA PE Framework, Curriculum development hours, Common Planning time, Professional Development | Completed course description and syllabus   | PLC report to staff, Online posting, direct communication to students   |
| Identify local resources including for students to complete PE requirements     | Identified PLC                        | 2019-2020                             | Common Planning   | List of local resources and opportunities   | Posted online, distributed to teachers, parents, and students   |
| Provide on campus opportunities to help students to meet PE requirements.       | Identified PLC                        | 2019-2021                             | Funding   | Scheduled class or identified opportunities | Class schedule, website, newsletter   |
| Identify new students in grades   | Director, office manager              | 2019-2020 ongoing                     | Application information   | Identified student list                     | Reported to assigned  |

|   |  |                   |         |   |                             |
|---|--|-------------------|---------|---|-----------------------------|
| 8-12 who are transitioning into Independent Study   |  |                   |         |   | Supervising Teachers        |
| Provide academic counseling and orientation to new students in grades 8-12 who are transitioning into Independent Study | Director, Academic Counselor, Supervising Teachers | 2019-2020 ongoing | Funding | Attendance at presentations and counseling sessions | Student and teacher surveys |

## Appendix A

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### *challenge*

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*Being able to teach from my strengths and interests. We have a lot of control over our curriculum and assignments, and this makes all of us more inspired in our work. To sum this up, I would say "academic freedom."*

*OVS Teacher Survey*

## Appendix B

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*empower*

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*I was able to go at my own pace and it was nice having the one-to-one attention from my teacher. It was also nice to still be able to take classes on site. It helped me with time management and being less overwhelmed.*

OVS Alumni Survey