



Orchard View School

*Independent Study
K-12 Charter*

Western Association of Schools and Colleges

SELF-STUDY REPORT

2013



Twin Hills School District

Table of Contents

Orchard View Faculty and Staff

Tab 1

Chapter One: Student and Community Profile

Tab 2

Overview	1
History, Mission Statement, Philosophy	2
Expected School-Wide Learning Results	3
Facilities, Health and Safety	4
School Governance, Special Education	5
Approved A-G Courses, Budget	6
Staffing	7
Professional Development	8
On-Campus Classes	11
Additional Activities, Technology	12
Students	14
High School Graduation	16
Student Surveys	17
Alumni Surveys	19
Parent Surveys	20
STAR Testing Data	25
Proficiency Rates	31
CAHSEE Data	40
API Score	42
College SAT	43

Chapter Two: Summary and Profile Data Analysis

Tab 3

Overall Summary from Analysis of Profile Data	44
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Chapter Three: Progress Report

Tab 4

Significant Developments /WASC Visits	46
Progress Towards Goal # 1	47
Progress Towards Goal # 2	50
Progress Towards Goal # 3	53
Progress Towards Goal # 4	54
Progress Towards Goal # 5	56
Progress Towards Goal # 6	58
Progress Towards Goal # 7	58
Action Plan Summary	59

Chapter Four: Self-Study Findings

Tab 5

A. Organization: Vision & Purpose, Governance, Leadership & Staff & Resources	60
B. Standards Based Student Learning: Curriculum	66
C. Standards Based Student Learning: Instruction	71
D. Standards Based Student Learning: Assessment & Accountability	78
E. School Culture & Support for Student Personal & Academic Growth	83

Chapter Five: School-Wide Action Plan

Tab 6

Critical Need # 1	8 7
Critical Need # 2	8 9

Appendix A

Tab 7

Orchard View School Charter	
Financial Memorandum of Understanding	
Annual Agreement Governing Special Education and Related Services	
Board Policy	
Administrative Regulations	
Non-Classroom Based Funding Determination	
Budget	
2011-2012 School Accountability Report Card	
2012 CAHSEE Results	
API Ranking	
CST Results	

Appendix B

Tab 8

Orchard View Handbook	
Spring Class Schedules	
OVS Spring 2013 Class Descriptions	
OVS High School Course Matrix	
OVS Highs School Course Description	
OVS High School Textbook List	
K-8 Master Agreement	
9-12 Master Agreement	
Application for Admission	
Behavior Guidelines	
2012-2013 School Calendar	
Certificated Salary Schedule	
Director/Co-Director Salary Schedule	

Orchard View Faculty and Staff



Carol Rogers
Co-Director

Carol graduated from U.C.L.A. majoring in history and music. She began her teaching career with the State of Hawaii after receiving her teaching credential from UC Irvine. After returning to the mainland, she lived in Yosemite National Park, working for Ansel Adams. She taught kindergarten for the Las Virgenes School District in Westlake Village before moving to Sonoma County. There, she began working in independent study with the Harmony School District. After nine years with Harmony she moved to the Twin Hills School District and has served as an OVS teacher and co-director for the last 12 years.



Catherine Stroud
Co-Director

Catherine grew up in Cooperstown, New York. She graduated from Sonoma State University with a B.F.A. in studio art. She holds a multiple subject teaching credential from Hayward State University and a single subject credential in art from Sonoma State University. She has been a supervising teacher at OVS for 12 years. During that time she also taught art and developed the OVS art program. A highlight of her teaching career was receiving a Fulbright-Hays Fellowship in 2005 to study Greek art and culture in Greece and Cyprus. She loves being part of the OVS team, and she became the co-director of OVS in 2010.

Supervising Teachers



Jennifer Brown
K-1st Grade
Integrated Class

Jennifer attended Sonoma State University where she graduated *cum laude* with a bachelor's degree in liberal arts and an emphasis in child development. She continued on at Sonoma State to receive her teaching credential in 2007. Shortly after graduating, she was hired at La Vida Independent Study Charter School where she stayed for the next three years. Her passion for education and diverse learning opportunities led her to Orchard View School in 2011.



Karen Correa
8th Grade Media
Studies

Karen was born in South Korea and grew up in Southern California. She homeschooled her three sons for several years and then began teaching at Orchard View School. Here she enjoys teaching a variety of enrichment classes from environmental science to creative writing. Karen received her teaching credential from Cal Poly, Pomona. When not engaged with students, Karen enjoys making quilts, kayaking, and camping.



Sunny Galbraith
High School
Biology

Sunny holds a B.S. in Biology from UC San Diego, and teaching credentials from Sonoma State in biology and mathematics. She joined the Orchard View staff in 2004 after teaching 8th grade science and math at Roseland Accelerated Middle School in Santa Rosa. In previous years at Orchard View, Sunny has taught chemistry, geometry, algebra, and junior high science classes. Sunny runs the joint Orchard View and Apple Blossom compost and recycling program which involves students in creating compost for the gardens at each school. Sunny is also the advisor for the middle school Interact Club, a community service club sponsored by the Sebastopol Rotary Club.



Paul Judge
5th - 7th Grade
Historical
Literature

Paul has served over 17 years as a supervising teacher at Orchard View School. In addition, he has worked as an outdoor wilderness guide, naturalist, and crew supervisor with conservation corps and habitat restoration training programs. Paul has also served as coordinator of youth advocacy services. He holds a B.A. in environmental studies and planning from Sonoma State University.



Kerry Lichlyter
High School
English

Kerry teaches high school English at Orchard View School, in addition to her caseload of high school students. Kerry graduated with a B.A. in English from the University of California, Davis, and received her teaching credential from Sonoma State University. After teaching briefly in the East Bay, she relocated to Sonoma County where she worked for the Press Democrat before returning to teaching in 1988. She then taught English at a middle school in Rohnert Park, at the same time earning her M.A. in writing from the University of San Francisco. She matriculated to the high school, teaching English and art, and came to OVS in 2004.



Lisa Loughran
2nd - 3rd Grade
Children's

Lisa grew up in Delaware and earned a B.A in English with a minor in art from the University of Delaware. After moving to San Francisco and working in the tech world for a few years, she received her teaching credential from San Francisco State. She worked at Arena Union Elementary School in Point Arena as a reading intervention and language arts teacher for 1st through 8th graders. This is her second year teaching at Orchard View School. In her free time she enjoys yoga, cooking, baking, knitting, and chasing after her two young children.



Michelle Potter
High School on-
Line Class
Coordinator and
Yearbook

Michelle grew up in Fort Lauderdale, Florida. She majored in English and psychology with a concentration in women's studies at Swarthmore College. After serving as a volunteer ESL teacher for the Peace Corps in Kazakhstan, Michelle moved to California to study for her M.A. in education at UC Berkeley. She integrated her love of sailing with her studies by basing her master's thesis on how children applied concepts from science to the real world as they learned to sail on the bay. Michelle has finished her coursework and is in the process of writing her EdD dissertation about blended instruction. She is the coordinator for online classes at OVS.



Nancy Ryan
High School
Tutorial

Armed with a B.A. in history from Rutgers University and five years of experience working in the garment industry in New York, Nancy arrived in San Francisco in 1986. After enjoying and exploring California for a few years, Nancy enrolled at San Francisco State where she earned her California teaching credential. Eventually moving to Sonoma County, she worked in the Sonoma Valley School District and at Hanna Boys' Center. Nancy has taught in the Twin Hills Union School District since 1995. She was on the team that developed the Orchard View School charter in 2000. She has served as a teacher and as a co-director at Orchard View.



Elise Turner
6th - 7th Grade
Writing

Elise began teaching gymnastics, aerobic dance, and fitness classes while earning her B.A. in business management from SSU, with a minor in P.E. After a short career in management and marketing, Elise opened a family home daycare in 1992 so she could stay home with her two young children. It was here that she rediscovered her love of teaching and children, and decided to make it official. After receiving her teaching credential from Sonoma State University in 2000, she taught at Tree House Hollow Preschool for a semester. She has spent the last 12½ years teaching at Orchard View School, currently working individually with students from kindergarten to 12th grade, and teaching a 6th-7th writing class. She is also the President of the Twin Hills Teacher's Association.



Colette Weber
4th -5th Grade
Writing

Colette earned her B.A. in liberal studies through the Hutchins School at Sonoma State University (an interdisciplinary /seminar style program) and her teaching credential (with an emphasis in early childhood development) also at Sonoma State University. Colette especially enjoys teaching and learning through integrated, cross-curricular activities and regularly attends arts integration workshops. Outside of school, Colette enjoys playing soccer, gardening, and traveling with her family. Colette is in her eleventh year at OVS.

Office Staff



Terri Cirimele
School Manager

Terri grew up in Grand Island, New York. After moving to San Francisco with an interest in business and finance, she began working in the banking industry. Terri started as a teller and worked her way through several different positions from operations assistant to commercial loan underwriter. After bringing her family to Sebastopol and wanting to return to the work force, she began working at Apple Blossom School as an instructional aide and office assistant. Terri came to Orchard View School in 2004 and serves as school manager.



Kelley Simon-Coghlan
Curriculum Assistant

Kelly grew up in Marin County and moved to Sonoma County in 1990. She is a single mother of a seven-year-old boy and has volunteered in his classrooms since he was in preschool. Kelly started working at Orchard View two years ago as a curriculum assistant. She is also finishing her bachelor's degree at Sonoma State University.

Independent Contract Teachers



Candace Birchfield

Elementary &
High School
Ceramics Classes

Candace was born in Michigan and moved to California in 1978. Two years later, a painter friend of hers gave her some clay and said, “Look what you can do with this stuff!” She began pinching pots and rolling slabs for boxes, and then “discovered” the potter’s wheel! It was magical. Her ceramics path has gone from learning bare basics to studying privately and in groups with qualified instructors. Sharing her experience and enthusiasm about creating clay artworks with children and adults keeps the ceramics tradition alive and Candace’s artwork fresh and ever evolving.



Robin Burton

High School
Agro-Ecology

Robin has attended Rochester Institute of Technology, Santa Rosa Junior College, and Sonoma State University, earning degrees in plant science and environmental planning. She worked as an agricultural specialist in Central America for several years. Robin started farming in Sonoma County in the early 1980s. Currently, she is also teaching at Sonoma State University, farming and enjoying OVS very much.



Sibyl Boudreau

World Cultures &
Geography

Sibyl is a former Orchard View School supervising teacher. Currently she is a contract instructor teaching World Cultures and Geography, a class that serves primarily freshmen. She holds a multiple subject credential and a single subject credential in English. Her background includes work in learning skills at Santa Rosa Junior College, writing/editing at Tamalpais High, reading development at Harmony Elementary, and a variety of non-education jobs with a focus on writing. Additionally, Sibyl was employed for many years as a private tutor specializing in reading instruction.



Heather Concoff
Academic
Counselor

Heather holds a P.P.S. credential as well as a master's in counseling and an advanced certificate in college advising. As a high school counselor, Heather ensures that the students meet OVS graduation requirements and helps students select classes based on their interests and future plans such as college or vocational studies. She also coordinates the college application process for students who decide to go directly to a four-year college.



Patricia Ehrmann
Middle and High
School Algebra

Patricia has taught math at Orchard View for the past three years. She grew up on the East Coast and came to California after she graduated from college. When her children were young, she decided to follow her dream and go back to school for her teaching credential. She has taught 6th grade and 8th grade in Oakland, middle school math in Livermore, and middle school and high school math in Sonoma County.



Wyndham Galbraith
High School
Algebra 1 & 2

Wyndham holds a B.A. in Psychology from UC San Diego and a California single subject teaching credential in math, physics, and psychology. He is currently pursuing his M.A. in mathematics at San Francisco State University. Wyndham has taught math and science at OVS since 2006 and has taught middle-school through college level mathematics. His focus is on increasing mathematical literacy through group collaboration.



**Mary Cannon-
Graham**
Drama

Mary has been performing in the theatre as an actor for over 37 years here in Sonoma County, New York, and Los Angeles. She has performed with many of the local theater groups as well as with the Oregon Cabaret Theatre in Ashland, Oregon. Before teaching drama, Mary worked at Summerfield Waldorf School for three years, where she was the after-school director, worked in the kindergarten and was lead teacher for two summers at Summer Farm Camp. Currently on her 5th year at Orchard View, Mary teaches a year-long drama class, with emphasis on the fundamentals of theatre, acting, improvisation, and storytelling. Mary also teaches drama and singing to developmentally disabled adults.



Nell Hergenrather
Elementary and
High School Art

Nell has helped facilitate the teaching of the arts at Orchard View since 2005. Being a working artist herself, with a degree in painting from UCSB and a teaching credential from Sonoma State, she delivers a youthful and real studio experience to her students. For the last three years, Orchard View students have shown their work in a community venue with other professional artists, highlighting the quality of student work in the program. Nell continues to show her students the vast artistic opportunities in the work force by bringing current artists and cutting-edge technologies to her students' attention.



Lisa Jacobs
2nd-3rd Grade
Science

Lisa holds a B.A. in sociology from Sonoma State University and a multiple subject teaching credential from Sonoma State University. She joined the Orchard View staff in 2010 teaching history and science to the 2nd-3rd graders. Lisa's previous teaching experience was teaching 2nd grade at Mark West School District from 1996-2006 and Piner-Olivet School District 1995-1996.



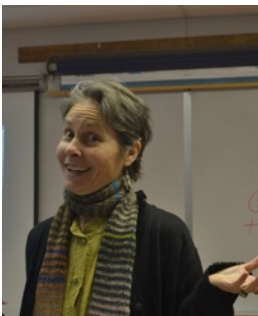
Terri Jensen
Elementary
Garden Club and
Natural Science

Terri received a multiple subject K-12 teaching credential in 1985 and began teaching at a small K-3 school in Sebastopol, CA. In 1992 she was hired by the Twin Hills School District as a supervising teacher and has taught a variety of enrichment classes, including science, history, geography, writing, drama, fine art awareness, and environmental education. She has also served as the school garden coordinator since its inception in 2003.



Alison Malisa
Spanish 1 & 2

Alison has been teaching Spanish at Orchard View School since 2009 and enjoys the opportunity to introduce the students to local culture, cuisine, music, and film when possible. Her interest in culture and language took her to Mexico to live for a year as an exchange student when she was in high school, and it has been love ever since. Besides teaching Spanish, Alison (Señora Malisa) coordinates environmental education programs throughout Sonoma County, including outreach to the Spanish-speaking community.



Jessica McCready
Elementary
Science and
High School
Environmental

Jessica holds a B.S. in environmental studies and planning with emphasis in building management and design. She joined the Orchard View staff in 2010 after working as an energy engineer and teaching Energy Technology and Society at Sonoma State University. She currently teaches science enrichment classes at Orchard View School and high school environmental science. She is a teacher leader for the Center for Science Education at UC Berkeley's Space Sciences Laboratory.



Kari O'Kane

2nd -3rd Art
Class

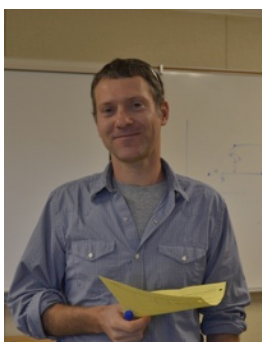
Kari is in her second year teaching art to kindergarten and first grade students at Orchard View. She has a 2nd grade student at OVS and serves on the OVS Advisory Board. In past years, Kari ran a SNAP (Safe Neighborhood After-school Program) art program for Bahia Vista in San Rafael, teaching art to 80 at-risk students. Kari was the president of the Sebastopol Parents Club for five years.



Catherine Simpson

Chemistry

Catherine holds a B.S. in chemistry from the University of Pittsburgh, PA. She has taught chemistry, 8th grade general science, and forensics at Orchard View School. Catherine taught for a year at the Kenwood Charter School (2000-2001). She taught both 7th and 8th grade science for the entire school. This experience gave her incentive to homeschool her own children for middle school. All four of her children went on to be very successful in high school, and all four were accepted to UC Berkeley.



Jason Stevens

High School
Geometry
and Math

After getting his teaching credential and masters in math education from Stanford University in 2008, Jason taught pre-calculus, geometry, algebra, and algebra support at Sequoia High School in Redwood City. He has also taught at Stanford College Prep Program and Summit High School. Before beginning his teaching career, Jason founded a local tutoring company in 2003 in Palo Alto and hired and trained local tutors. He continues to do math and SAT tutoring and has worked with hundreds of families in the Bay Area.



**Ondrejka Szmidt-
Yaconelli**

4th Grade Writing
&

After completing her B.S. in Agricultural Economics at U.C. Davis and a Biology Credential at S.S.U, Ondrejka taught high school science for five years. When she became a mom she traded her lab coat for yoga pants and apron and taught K-12 art, cooking, and yoga classes with her children in tow. Ondrejka now home schools her two boys and enjoys creating thematic units that interest and stimulate reluctant readers and writers. She teaches fourth grade Writing and Literature at O.V.S.



Piper Wadleigh
High School
Culinary Arts

Piper was born and raised in Sebastopol, CA. While growing up she worked at a local Sebastopol restaurant, which sparked a love of food and cooking. After graduating high school, she attended the California Culinary Academy in San Francisco. Piper has worked in various kitchens in Marin and Sonoma County including Pasta Bella, Lucy's Cafe and Creative Catering. Piper lives in Novato with her husband and their two children.



Chapter One

Student and Community Profile

ORCHARD VIEW SCHOOL



Chapter One

Student Community Profile and Supporting Data and Findings

Orchard View School is a K-12 independent study charter school located 55 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. Fifty-six percent of Orchard View School parents have a college degree or higher; this percentage is based on data given at the time of student enrollment.

Orchard View 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.

Orchard View follows the California State Standards and has aligned its curriculum to meet these standards. Orchard View is in the process of transitioning to the Common Core Standards and is participating in the district-wide implementation plan. This plan includes district-designed Common Core units of study, professional development, and the purchase of Common Core instructional materials. Because of the unique nature of independent study, the teachers are able to create individual plans for each student based on their strengths and weaknesses within the parameters of the standards.

Orchard View uses a flexible learning approach to provide students with choices about where, when, and how learning occurs. One distinguishing feature of Orchard View compared to other independent study schools is the wide variety of on-campus classes that are offered at all grade levels. Eighty-three percent of OVS students attend at least one on-campus class and most attend several. Because so many students take advantage of group instruction, the Orchard View School campus is active and vibrant, creating a sense of school community. A full schedule of on-campus classes for both elementary and high school is included in the appendix of this report.

In addition to the on-campus classes, another option available to Orchard View students is the availability of online classes offered in a wide variety of subjects. Forty percent of Orchard View high school students participate in online classes and the school sees this as an area for potential growth.

Sixteen percent of Orchard View high school students take advantage of concurrent enrollment at Santa Rosa Junior College to supplement their high school curriculum while accruing college units. Examples of courses taken at the junior college include foreign language, psychology, philosophy, political science, mathematics, physics, astronomy, geology, English, drafting, welding, computer programming, medical terminology, EMT certification, art, fashion, and lifeguarding.

Students also have the opportunity to take classes through the regional Occupational Program (ROP) to earn elective credits and learn workplace skills.

History:

Orchard View 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. Orchard View School opened its door in September 2000 with 140 students, grades K-10 and has since grown to 202 students, grades K-12. The charter was renewed by the Twin Hills School District in November 2004 and again in October 2009.

Orchard View 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 1,122. The schools are all within blocks of each other with the District Office on the Apple Blossom/ Orchard View campus. The Twin Hills School Board and Superintendent are extremely supportive of Orchard View and work closely with the school in making major decisions.

Orchard View completed its first full Self Study and visit in 2007. At that time the school was granted a six-year term with a three-year review. The school hosted a review in the spring of 2010 and the visiting committee reported, "A tremendous amount of progress and growth has been made on their action plan and their school wide critical areas of improvement. The school has accomplished significant improvements in their tests scores, facilities, curriculum, material acquisition, and program development. The visiting team did not recommend any new areas for improvement and has not identified any new concerns."

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. OVS's flexibility allows these students to meet academic goals within their busy schedules

- 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
- The family is looking for individualized instruction with a credentialed teacher.

ESLRs:

Orchard View's ESLRs have successfully guided and served its student body for the last six years, but in an effort to keep them relevant to the current student population, to the learning skills needed for the 21st century, and in the transition to the Common Core standards, all stakeholders brainstormed, reviewed, and revised the goals.

To begin the revision process, the WASC Leadership Team and the staff reviewed the ESLRs at a faculty meeting and deemed many of them immeasurable. Each staff member contributed, through research, discussion, and written input, their ideas on relevancy, clarity, and measurability. The WASC Leadership Team then revised and published the new school goals.



OVS Expected School-wide Learning Results

Educated Individuals who:

- meet or exceed the Common Core and California State Standards
- apply 21st 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
- 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

Facilities:

Orchard View School is located on the upper campus of Apple Blossom School, a K-5 elementary school in the Twin Hills School District. The Orchard View Campus consists of eight rooms housing the main office, a teachers' resource center, a study hall/library with college counseling office, a science classroom with lab facilities, the art room, and three other classrooms for group instruction.

Identified as an area of critical need in the 2007 WASC Self-study, facilities improvement has taken place in three stages. The final stage, completed in the summer of 2012, has created one, cohesive Orchard View School campus built around a central quad with access to playing fields and a playground shared with Apple Blossom School. In addition to the rooms mentioned above, Orchard View maintains its own restroom facilities, storage sheds, greenhouse, kiln room, and outdoor eating areas. Garden areas are planned and maintained by the K-8 Garden class and the high school Agro-ecology class. Orchard View students have shared access to the Apple Blossom multi-use room for Open House, school performances, and graduation ceremonies.

The new teachers' resource room, a designated meeting space for supervising teachers and students, was designed to create individual meeting spaces, student access to books and instructional materials, study areas, and a staff meeting room. Classrooms were reconfigured to accommodate more classes and access to outdoor areas was increased to allow outdoor classes access to classrooms and kitchen facilities. The K-2 classroom was remodeled with new age appropriate shelving and storage. The school's wireless capability was expanded with the installation of a Ruckus Smart Wi-Fi system in anticipation of the emergence of tablets and handheld devices as instructional tools.

Solar panels, installed in 2011 as part of the district's implementation of solar powered electricity, create shaded areas above the parking and eating areas. A PEP station, to charge electric vehicles, was installed in the parking lot, giving Orchard View 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. In 2011 all district staff received training in implementing and participating the emergency planning systems used in California: SEMS/NIMS. Under the guidance of RESIG (Redwood Empire School Insurance Group), OVS wrote a new Emergency Operating Plan that was submitted to the THUD School Board in February of 2012. Orchard View is in charge of students and their safety on their own campus and has integrated their plan with Apple Blossom School and the Twin Hills District for district-wide portions and those portions pertinent to the Orchard View and Apple Blossom shared campus. At the same time Orchard View updated their classrooms with safety locks allowing teachers to lock doors from the inside in an event of a lockdown. Additional safety features added to the Orchard View campus in 2011-2012 were an

intercom system, speed bumps, gates, night lighting, and a vented demonstration table in the science room. Emergency procedures are posted in every classroom.

All staff members have had CPR and EPI-pen training. 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. The policies are included in the student handbook, and it clearly describes the school's expectations. All students must sign a behavior guideline form, which specifically defines rules to follow. This form is included in the appendix.

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 co-directors report directly to the school board at monthly meetings.

Orchard View's two co-directors, Carol Rogers and Cathy Stroud, work closely with the superintendent, Dr. Barbara Bickford, on management issues. Both directors participate in monthly district management meetings with the three other school principals/director, the business manager, and superintendent.

OVS provides a handbook to all staff outlining defined responsibilities, policies, and procedures. The directors oversee the daily operations of the school and make decisions based on the input of all stakeholders. The Orchard View staff works as a team. Responsibilities, policies, and procedures are discussed by the entire staff at bi-weekly meetings. General conflicts are resolved as a group or between the parties involved, as appropriate, with the directors providing assistance.

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

Special Education:

Orchard View School is a public school within the Twin Hills School District. The school and the district have an 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 Orchard View with a current Individualized Educational Plan, an IEP meeting will be 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 Orchard View 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. The percentage of OVS students with IEPs is 2.5; 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 Orchard View and coordinates and conducts IEP meetings and completes the necessary paperwork. The annual agreement governing Special Education and Related Services between Orchard View and Twin Hills Union School District is included in the appendix.

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. There are 10 UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the A-G requirements. Twenty-two courses offered by Orchard View have been approved by the University of California Office of the President:

- American Government
- United States History
- World Cultures and Geography
- World History, Modern Times
- English 9
- English 10
- English 11
- English 12
- Poetry
- Algebra 1
- Algebra 2
- Geometry
- Biology
- Chemistry-Lab
- Honors Biology Lab
- Spanish 1
- Energy and the Environment
- Spanish 2
- Art History
- Studio Art
- Economics
- Global Science
- Physical Science

Budget:

The Orchard View School Budget is included in the appendix of this self-study report, as well as the Financial Memorandum of Understanding between OVS and the Twin Hills School District. In March 2012, OVS was granted a 5-year 100 percent funding determination for non-classroom based charter schools, pursuant to SB740. The Twin Hills District business manager reports that OVS is fiscally solvent and will continue to have positive balance through 2012-13 with a projected ending fund balance of over 20 percent.

Staffing:

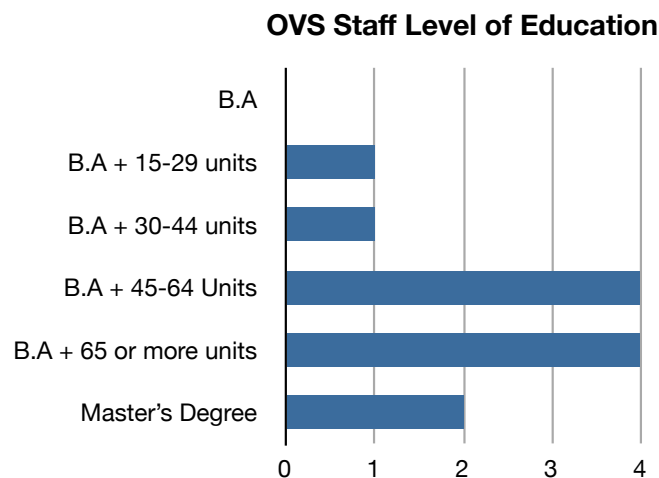
The Orchard View School's staff is made up of 10 certificated teachers, an office manager, an office assistant, and two co-directors who serve as teacher/co-directors. In addition to the district employee teaching staff, Orchard View employs 14 independent contractors who teach a variety of on-campus classes. Their special interests and areas of expertise have been utilized at Orchard View in order to offer a challenging and varied curriculum.

An Orchard View supervising teacher has a clearly defined job description that includes being responsible for the development and oversight of an individualized instructional plan for each of their 22 students. 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.

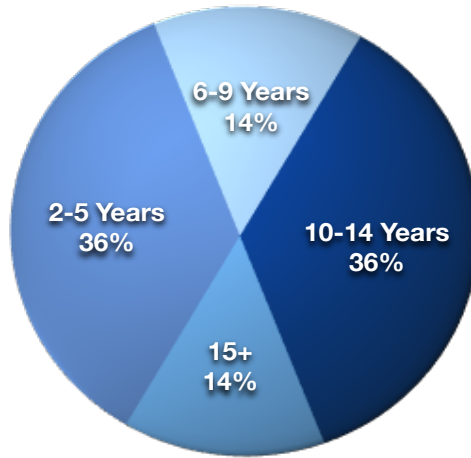
Orchard View supervising teachers are fully credentialed and are members of the Twin Hills Teachers Association. Teachers' pay is based on the certificated salary schedule with dental and medical benefits provided. Independent contractors, who teach special interest classes, are paid \$44.00 per hour for instructional hours (this includes 10 minutes per hour for prep time).

In addition to the teaching staff at Orchard View, the school employs an academic and college counselor available to high school students. The counselor reviews transcripts and credits towards graduation and provides support and guidance for future college or career decisions.

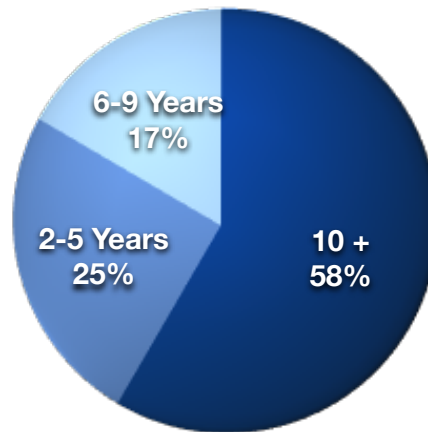
Teacher surveys were distributed online in spring 2012. In addition to educational and employment history, teachers were asked to list the advantages and disadvantages of being a teacher at Orchard View and their participation in staff development.



Staff- Total number of years teaching



Staff- Total number of years teaching Independent Study



The staff turnover at OVS is extremely low, with the majority of the staff teaching independent study at Orchard View for 10 years or more. All teachers are highly qualified under No Child Left Behind and come to OVS with a wide range of majors and educational backgrounds. Two long-term OVS teachers retired in 2011 and were replaced with teachers who embrace the philosophy of home education and the mission of Orchard View, a critical quality for prospective employees.

Common responses regarding advantages to working at Orchard View:

Working one-on-one with students
Establishing a close working relationship with families
Flexible work schedule
Opportunity to study a variety of subjects and grade levels in depth
Working in a collegial setting with an outstanding and supportive staff
Working in a school where funds are available to provide students with excellent resources
Providing an alternative to students who are not successful elsewhere
Ability to work in a democratic workplace, working closely with the directors on policies and procedures
Minimal classroom management
Having the option of teaching part-time
Great support for professional development

Professional Development:

All OVS teachers are encouraged to participate in life-long learning by pursuing ongoing opportunities for professional development. The following is a list of classes, workshops, seminars, and summer institutes that faculty have attended over the past two years.

Professional Development Hours in the Past 24 Months



Sonoma County Office of Education:

Aspiring Educators Academy
Bringing Technology into the Classroom
Common Core English/ Language Arts Training
Common Core Math Training
eLearning Pilot Project
eLearning Symposium

iPad Trainings
Kuder Navigator
Lego Robotics
Middle School Career Symposium
Project Lead Math Assessment
Read to Write (9 classes)
Section 504 Workshops
Sonoma Leadership Network
Special Education Workshop

Mendocino County Office of Education:

2012 Region 1 Arts Education Forum

WASC:

WASC Self-study Trainings
WASC Visiting Committee Member Training
WASC Visiting Committee Members

Education Through the Arts (at Wells Fargo Center for the Arts)

Poetry off the Page
Shadow Journeys: Exploring Elements of Story
Visual Arts to Encourage Thinking and Writing

Asian Art Museum of San Francisco: Educator Workshops:

New Year's Celebrations
Trade & Exchange in the Ancient World

deYoung Museum:

Girl with a Pearl Earring: Dutch Paintings from the Mauritshuis

KQED:

Digital Storytelling
Digital Learning Symposium

SFMOMA

Teacher Institute: Bay Area Artists

Summer Institutes:

National Endowment of the Humanities: American Skyscrapers- Chicago, IL
National Endowment of the Humanities: Emily Dickenson- Amherst, MA
Stanford Economics Institute for High School Teachers
Teaching American History
The Clarice Smith American Art Institute - Washington DC

Additional:

California Charter School Conference
California Consortium for Independent Study (CCIS) Leadership Conference

CTA New Presidents Conference
CUE Conference
Farallone Island National Marine Sanctuary: 10 hour field course training
International Society for Technology in Education 2012 Conference
ISTE Conference
Jack London Historic State Park Volunteer Orientation
Memoir Writing Workshop
NOVA Southeastern University EdD program: 60 + units
Pearson Executive Conference

Although Orchard View School budgets and supports professional development for the staff within the community, the teachers have expressed a desire to have more time set aside for collaboration and curriculum development within the school. Based on Twin Hills principals and directors input, the Twin Hills superintendent and governing board has designated curriculum and professional development as a district-wide goal for the 2012-13 school year.

On-campus classes:

Each Orchard View Supervising teacher teaches a class, either at the elementary or high school level, depending on their area of expertise. Classes taught by certificated Twin Hills District staff include:

- Children's Literature
- Digital Publishing*
- English 10/11
- Historical Literature: grades 4/5, 6/7
- K-1 Integrated Activities
- Lab Biology
- Media Studies
- Writing: grades 4/5, 6/7

**Online classes, developed and taught by OVS supervising teachers*

Orchard View employs a wide variety of independent contractors who teach classes in their areas of interest. These teachers are highly respected and valued contributors as they provide specialized instruction in their areas of expertise. Classes taught by OVS Independent Contractors include:

- Algebra Core
- Algebra I
- Algebra II
- Ceramics
- Culinary and Hospitality
- Drama

- Elementary Art
- Energy and the Environment
- Garden Club
- Geometry
- Hands on Science: grades 2/3, 4/5, 6/7
- Lab Chemistry
- Natural History and Science
- Physical Science
- Spanish I
- Spanish II
- Studio Art

Additional Activities:

Orchard View students also participate in a variety of school and community sponsored activities. School activities include:

- Apple Blossom Parade
- Interact Club
- Green Team
- Teaching Assistant Program
- Wells Fargo Center for the Arts Performances
- Open House
- Yearbook
- School Dances
- School sanctioned field trips

Technology:

Orchard View has greatly increased the time, resources, and professional development around technology in the past five years. A new website has had a tremendous impact on the staff, parents, students, and community members involved with Orchard View. The website is updated frequently to reflect current events at the school. The *Homework Hotline* gives parents, students, and supervising teachers a way to keep track of current homework assignments and classes. E-mail blasts are used to send out monthly newsletters to keep families informed of activities on a timely basis.

Technological upgrades include new computer terminals, projectors, document cameras, and iPads for all supervising teachers. In the fall of 2011, Orchard View began offering online classes through Florida Virtual Learning and Odysseyware. In the spring of 2012, OVS added three online courses developed and taught by Orchard View teachers. The new offerings were an immediate success. An OVS teacher oversees the pacing and assessments of these online classes. By fall of 2012, 40 percent of Orchard View high

school students were taking an online class. These classes have provided instruction to students who choose not to attend the on-campus classes, due to scheduling or distance. The classes being offered include:

- Spanish 1
- Spanish II
- Algebra 1B
- Algebra 1
- Algebra II
- Geometry
- Consumer Math
- Economics
- Government
- Music Appreciation
- Music Theory
- Intro to Poetry I & II*
- Intro to Technology*
- Digital Publishing*

*Two teachers participated in the Sonoma County Office of Education (SCOE) e-Learning Pilot project in 2011-2012. They created courses to be delivered through an open-source learning management system called Moodle, received iPad2s for course management, received the Wacom Bamboo pad to integrate stylus use with the iPad2, and attended multiple days of professional development trainings for technology. Through this project, these teachers created *Introduction to Poetry* and *Introduction to Technology* as fully online classes using a Moodle platform and administered through SCOE. For the 2012-13 school year, OVS is offering Introduction to Poetry 1, Introduction to Poetry II, Introduction to Technology, and Digital Publishing. Moving forward, the OVS faculty will continue to expand online curricula using Moodle.

In the spring of 2013, OVS provided access to Typing Pal, a web-based keyboarding program, for all of its 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.

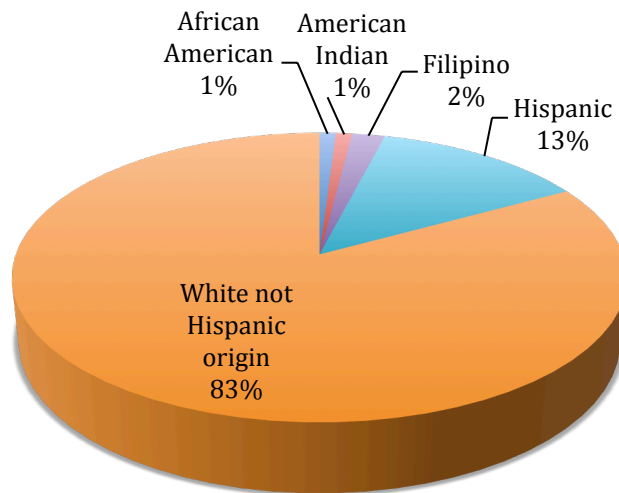
Technology is thoroughly integrated across the curriculum and across all grades (K-12) for different purposes and to different degrees. Teachers routinely use the online resources that are provided with textbooks, such as instructional videos, online assessments with results that can be e-mailed to teachers, virtual labs for science, real-life extensions for science and social studies, and entire lessons on the SAS Curriculum website (a free resource). Email contact keeps parents, students, supervising teachers, and enrichment class teachers in regular contact, which is especially helpful for families that home study and may not be at a school campus daily. Teachers use digital cameras to document student work. In the classroom, teachers help students make podcasts and Power Points and use Internet connections to show TED videos and websites.

A staff survey indicated the following examples of technology across the curriculum:

- Internet research for curriculum ideas and resources
- Podcasts and Power Points in 8th grade writing class and as individual high school assignments
- Online quizzes and tests in coordination with high school math and Spanish

- Online text-based, standards-aligned assessments for science (grades 6-8) and social studies (grades 4-12) provided by the textbook companies with BrainPop movies, virtual labs, and links to real-world activities
- Common Core Textbooks in Algebra 1, Algebra 2, and Geometry online licenses for assessment, support, and ibook student versions
- Scheduling students with iPads
- Using apps for a wide range of students, from basic phonics to advanced computer programming (Scratch, Inkscape, Sculpty 3D)
- Camera to take photos of students and work samples
- Email with parents for assignments, work samples, photos of students doing projects at home or to send word of community events
- Student assignments incorporating typing, use of Internet resources (such as Kuder Navigator career site), and research
- Camera to make videos for student science projects
- Computer + projector (document camera)
- Geometers Sketchpad - dynamic geometry software - to teach geometry

Students:



OVS Student Ethnic Distribution 2012

English Learners:

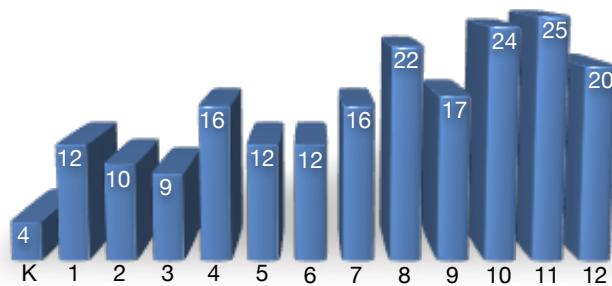
Home study is an infrequent choice of non-English speaking families. In 2012-13, two students are attending OVS whose second language is English. CELDT testing is administered on a yearly basis.

Free and Reduced Lunch Program:

Because of extended hours of on-campus classes, more OVS students have taken advantage of lunches provided by the Apple Blossom cafeteria. Currently, only two percent of OVS students qualify as socio-economically disadvantaged. Applications are included in the beginning of the year district packet.

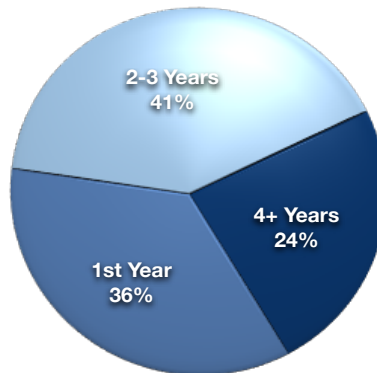
Grade Levels:

OVS Enrollment- Fall 2012



Mobility:

2012 Summary: Length of Time Attending OVS

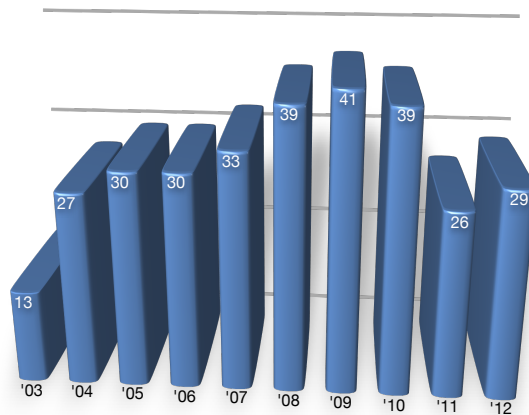


Employed Students:

High school students at Orchard View have stated that one of the advantages to being enrolled in independent study is the flexible schedule and the ability to work in the community. 16 percent of OVS high school students are employed in various businesses, including food service, child care, construction, auto mechanics, medical offices, dog training, and agriculture.

High School Graduates:

OVS HIGH SCHOOL GRADUATION – 2003-2012



OVS has had 10 high school graduations since 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.

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:

Subject	Credits	Subject	Credits
Algebra I	10	Physical Science	10
Mathematics	10	Life Science	10
English	30	Physical Education	20
U.S. History	10	Health	5
World History	10	Practical Arts	10
American Government	5	Fine Arts/Foreign Lang.	10
Economics	5	Electives	55

Post-Secondary Education:**2012 graduating seniors**

- 41% attended Santa Rosa Junior College
- 20% attended a 4 year university
- 20% entered the work force
- 13% began vocational training

2011 graduating seniors

- 58% attended Santa Rosa Junior College
- 8% attended a four year university
- 23% entered the work force.
- 8% began vocational training
- 3% entered the military

2010 graduating seniors

- 69% attended Santa Rosa Junior College.
- 13% attended a 4 year university
- 13% entered the work force
- 2% began vocational training
- 2% entered the military

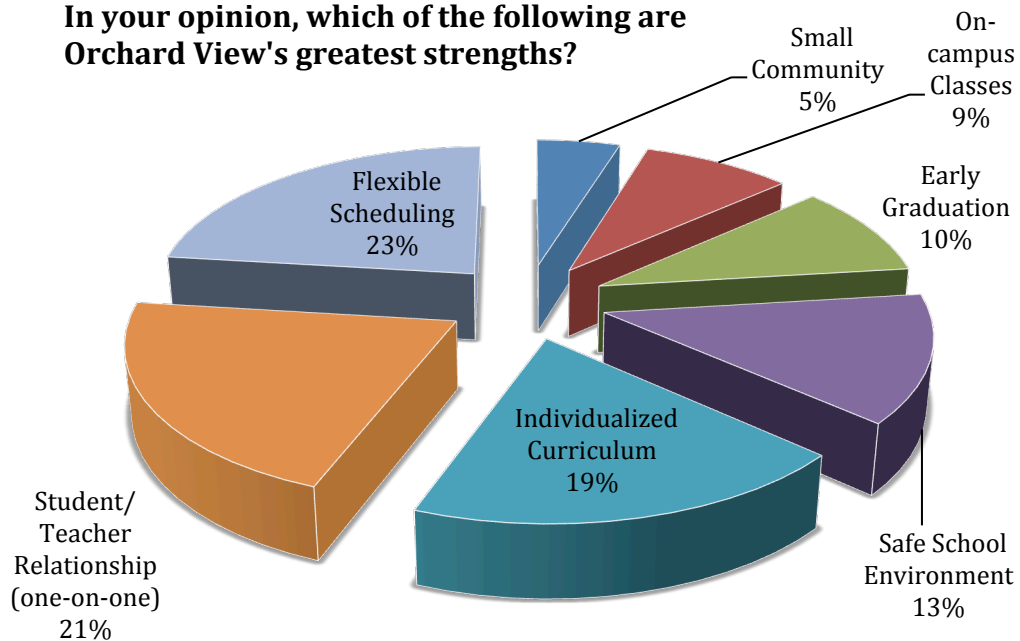
Student Surveys:

In the spring of 2012, all OVS students completed student surveys individually distributed to them by their supervising teacher. K-3 surveys were either read aloud to the students or completed individually by the students themselves. When asked, “What do you like best about coming to OVS?” the most common responses were “teachers, home study, and friends.” These surveys are included in the evidence file of this self-study.

Student surveys were also distributed to all students in grades 4-12. When the students were asked their opinion of Orchard View’s greatest strengths, “student/teacher relationship and flexible scheduling” were the most common responses.

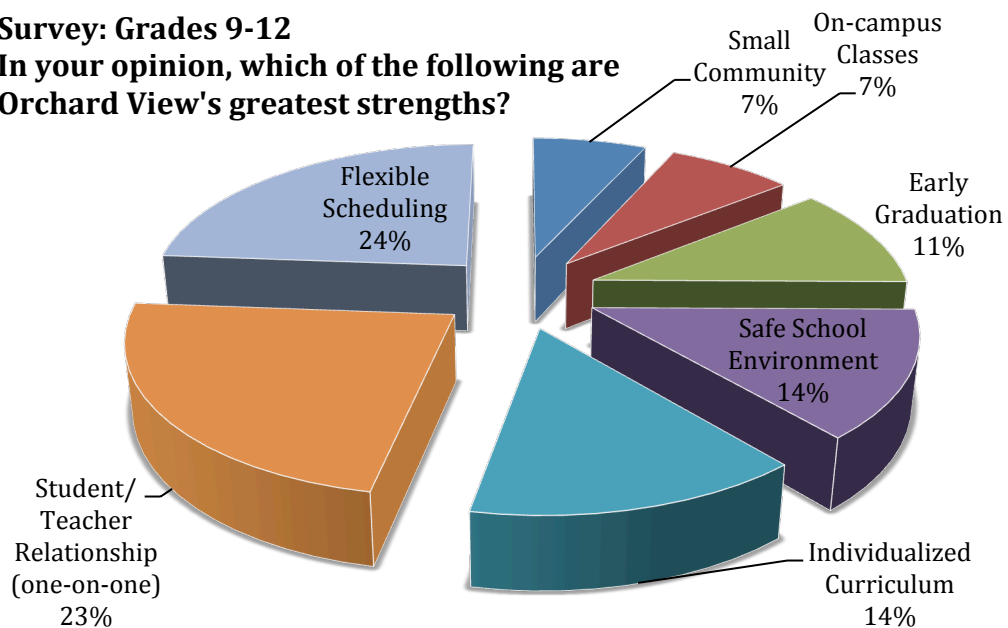
Survey: Grades 4-8

In your opinion, which of the following are Orchard View's greatest strengths?



Survey: Grades 9-12

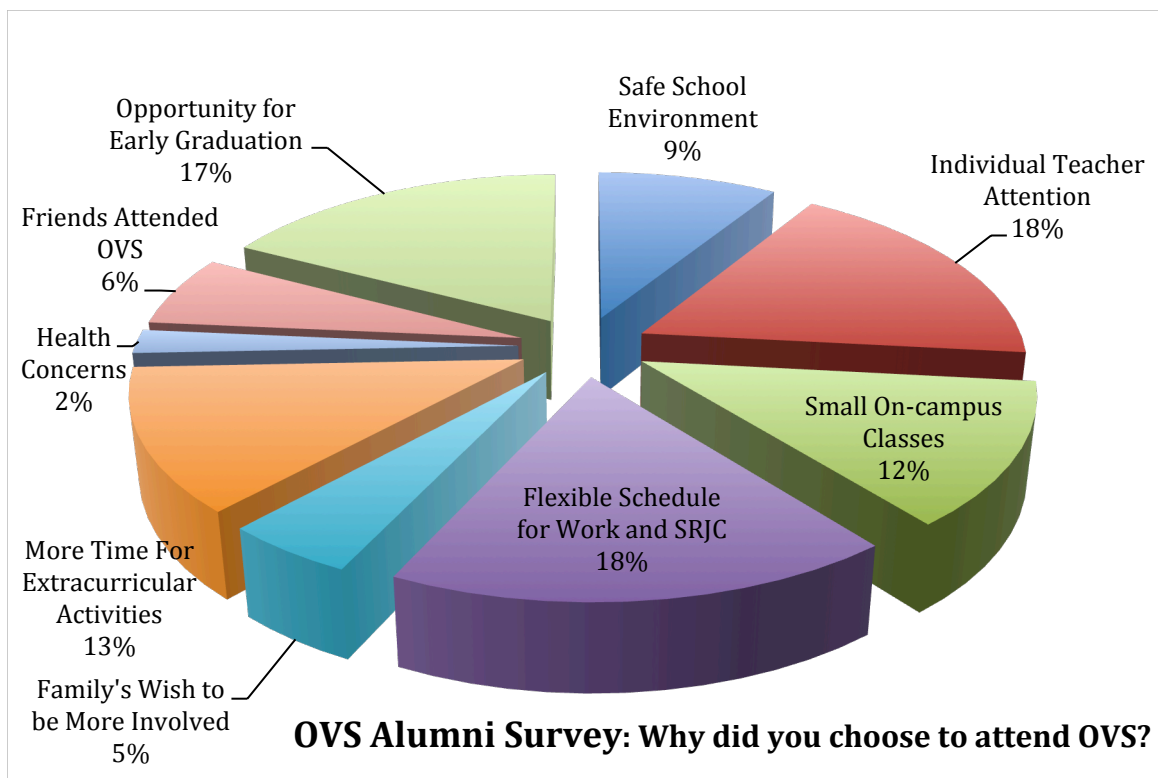
In your opinion, which of the following are Orchard View's greatest strengths?



Alumni Survey:

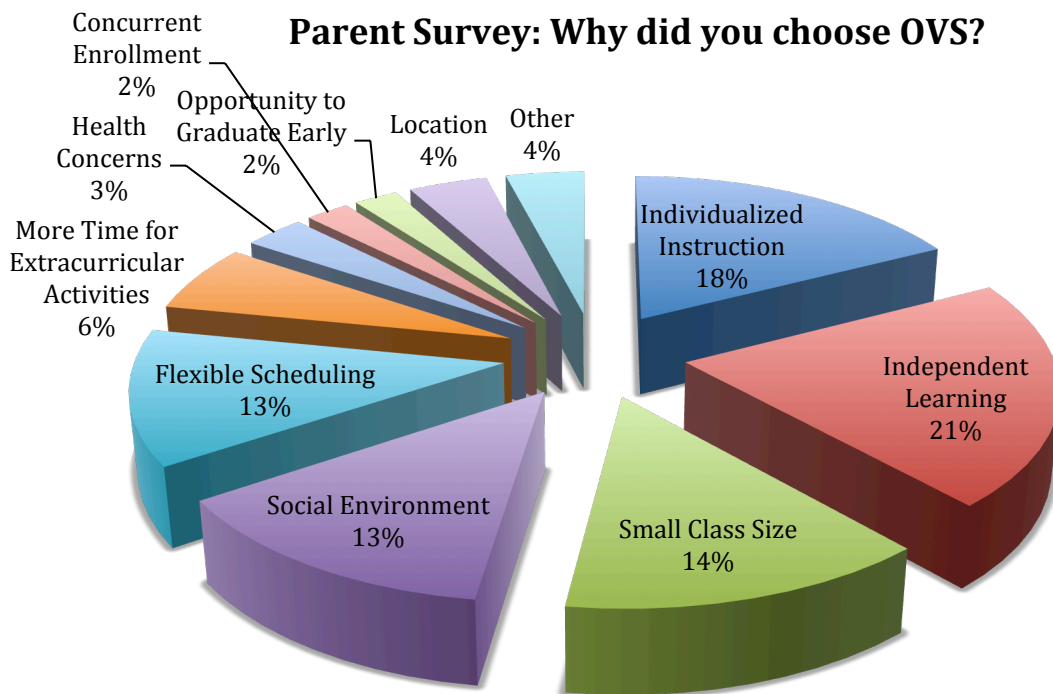
In the spring 2012, Orchard View School distributed its first alumni surveys to the graduates of 2004 and later. The surveys were sent out by mail with a response rate of 21 percent. Many were returned because of address changes due to the length of time since some of the graduations. However, the alumni response to the question of why they chose Orchard View correlates directly with the current student surveys: Individual teacher attention is the number one reason for student attendance at OVS. The returned surveys are included in the evidence file of this self-study.

Alumni Surveys:



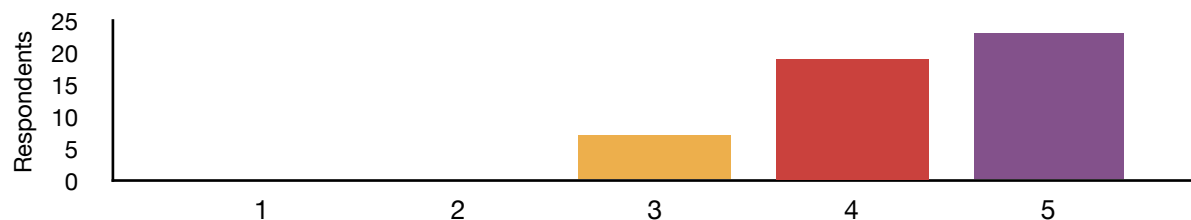
Parent Surveys:

Parent surveys were the most informative. Parents were asked to submit their responses to an online questionnaire. Fifty-five surveys were returned out of 159 families enrolled at OVS (approximately 35 percent of the parent population). From the parent surveys, the staff gathered a great deal of valuable information including recruitment, class attendance, and suggestions by parents for future offerings.



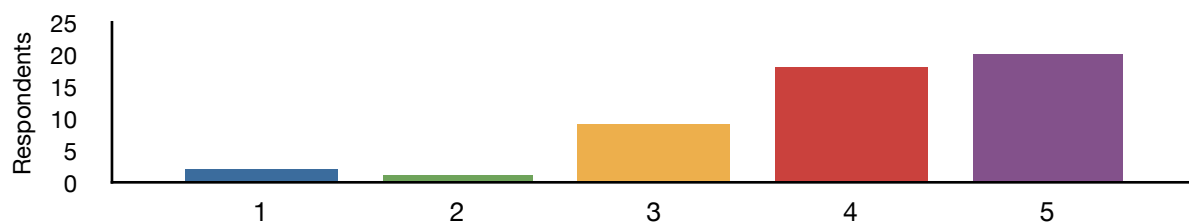
Parent Survey: Rate the following statements on a scale from 1-5 with 5 being the highest.

OVS supports and facilitates my student(s) in receiving a solid foundation in Language Arts



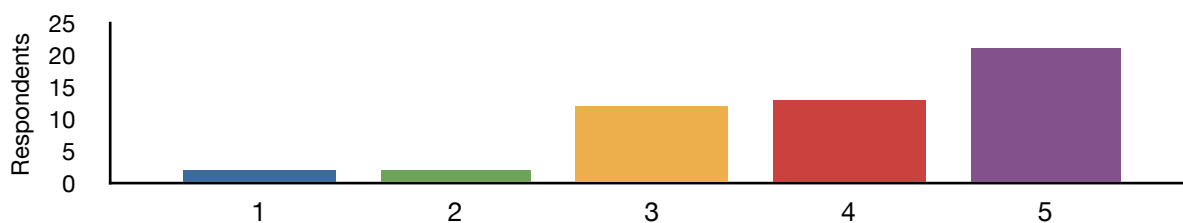
Scale of 1-5 with 5 being the highest

OVS supports and facilitates my student(s) in receiving a solid foundation in Math



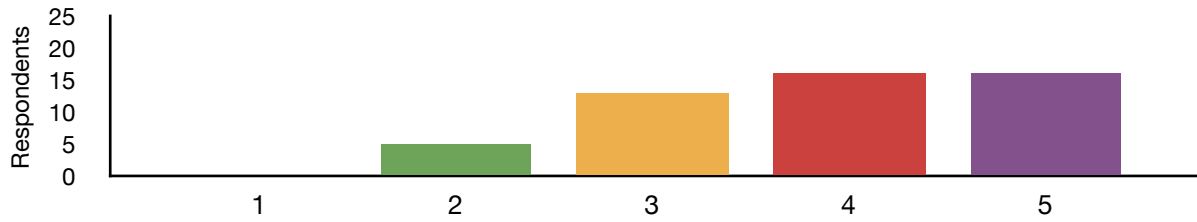
Scale of 1-5 with 5 being the highest

OVS supports and facilitates my student(s) in receiving a solid foundation in Science



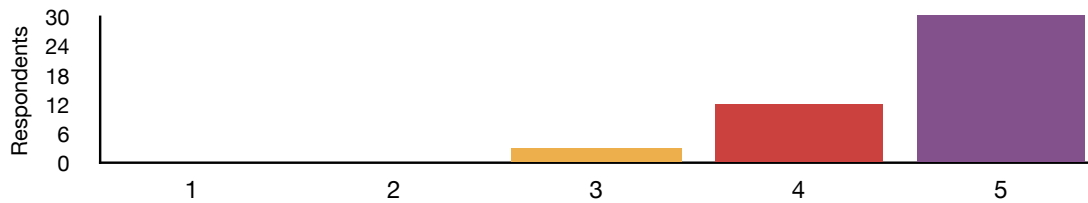
Scale of 1-5 with 5 being the highest

OVS supports and facilitates my student(s) in receiving a solid foundation in Social Studies



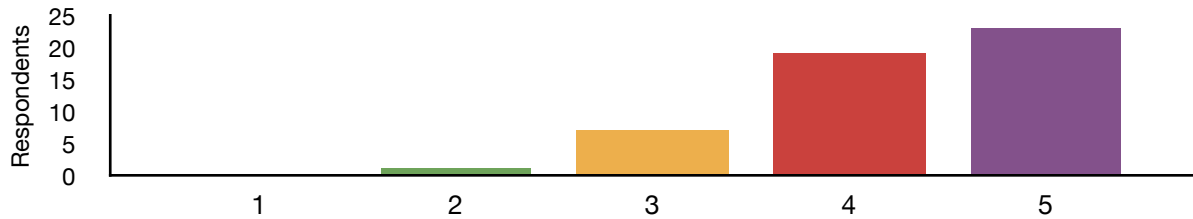
Scale of 1-5 with 5 being the highest

OVS supervising teachers are knowledgeable of the California Standards for the grades they are facilitating



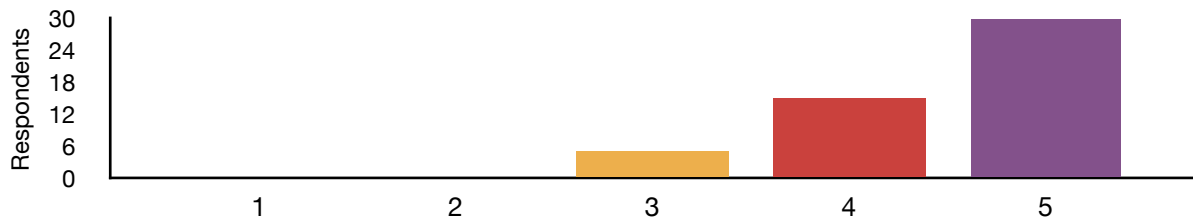
Scale of 1-5 with 5 being the highest

Overall, I am satisfied with the levels of instruction at OVS



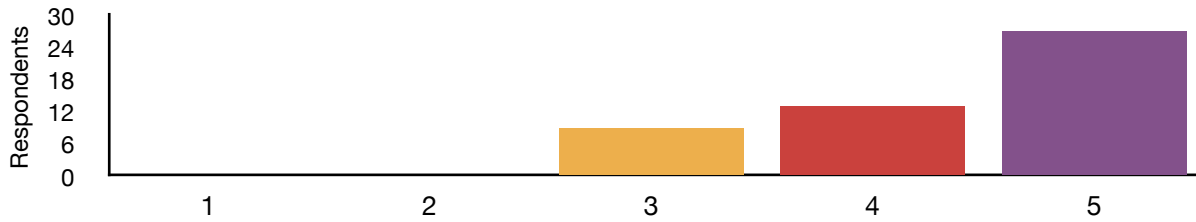
Scale of 1-5 with 5 being the highest

OVS provides students with adequate books and resources for Independent Study



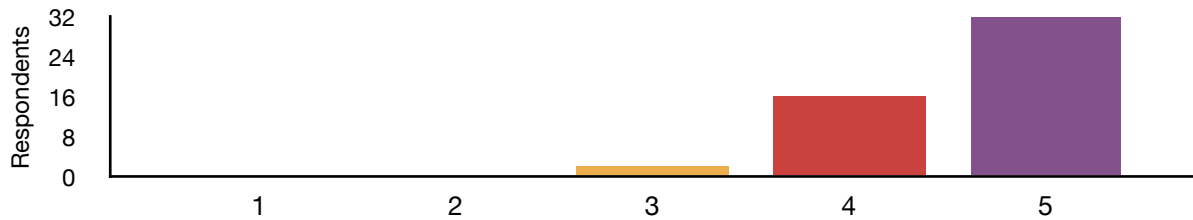
Scale of 1-5 with 5 being the highest

OVS Directors are available to families with specific concerns, new ideas, questions about school activities, classes or policies.



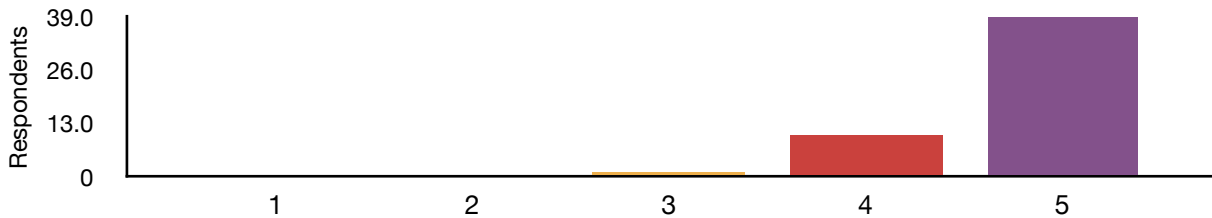
Scale of 1-5 with 5 being the highest

OVS provides a safe and nurturing environment



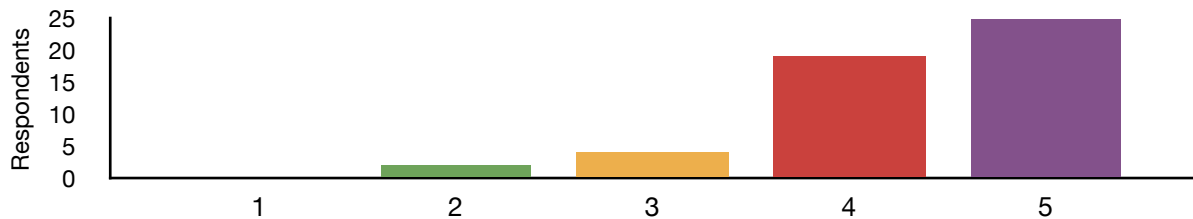
Scale of 1-5 with 5 being the highest

OVS provides a clean and welcoming environment



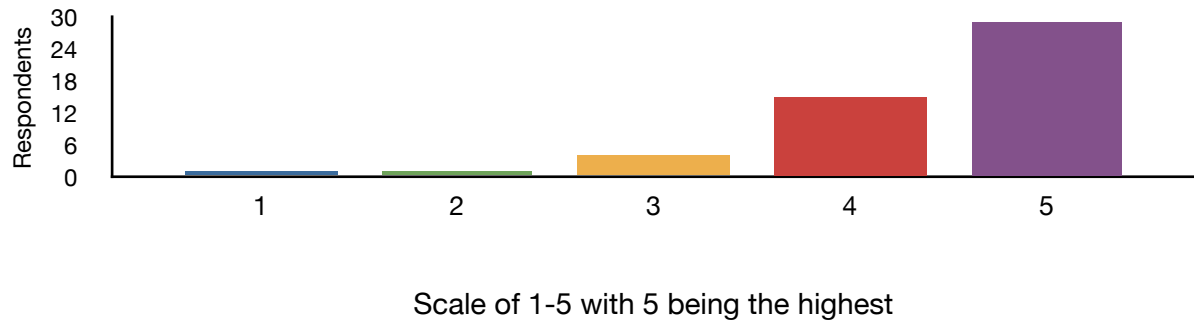
Scale of 1-5 with 5 being the highest

OVS has adequate space to run their programs

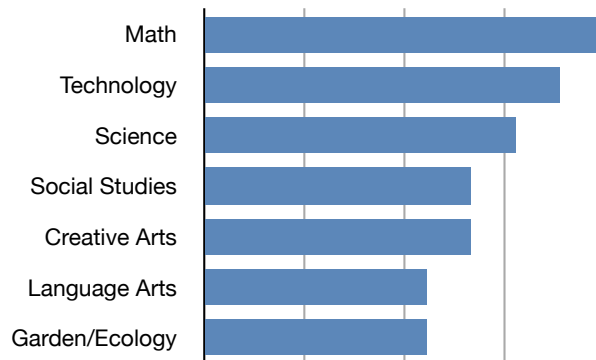


Scale of 1-5 with 5 being the highest

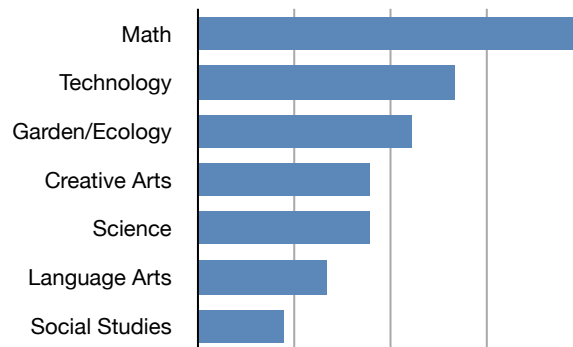
OVS keeps families and students current with information about school programs and events



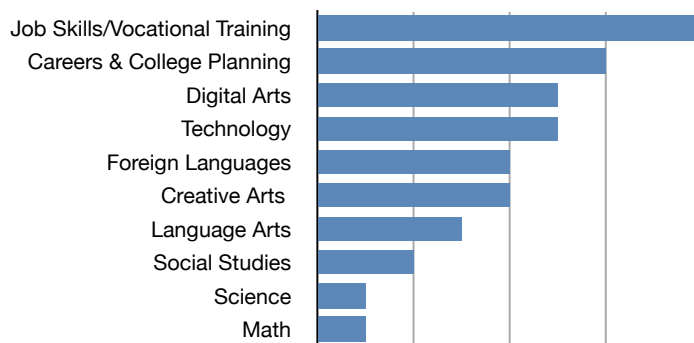
In what subject areas would you like more on-campus K-5th grade classes?



In what subject areas would you like more 6-8th grade on-campus classes?

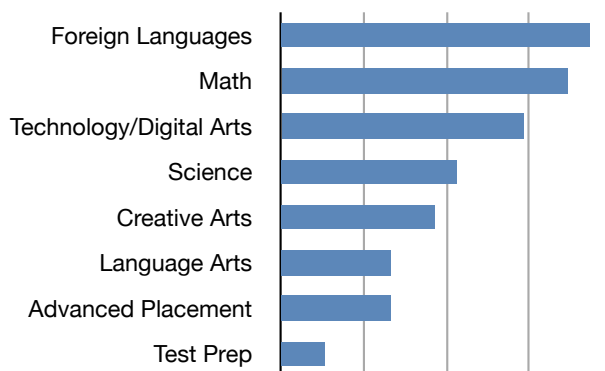


In what subject areas would you like more 9-12th grade on-campus classes?



Online Classes: approximately half of the parent surveys indicated parents would like more online classes offered. The parents who responded yes to more online questions answered the following question:

In what subject areas would you like more online classes?



Star Testing Data:

ENGLISH LANGUAGE ARTS									
	SPRING 2010			SPRING 2011			SPRING 2012		
	9TH	10TH	11TH	9TH	10TH	11TH	9TH	10TH	11TH
ADV	48%	19%	33%	41%	46%	14%	57%	45%	46%
PROF	26%	23%	29%	36%	31%	36%	30%	30%	19%
BASIC	22%	46%	17%	18%	15%	27%	9%	15%	23%
BB	0%	0%	13%	5%	8%	18%	4%	10%	8%
FBB	4%	12%	8%	0%	0%	5%	0%	0%	4%
# Tested	23	26	24	22	26	22	23	21	28

Algebra 1									
	SPRING 2010			SPRING 2011			SPRING 2012		
	9TH	10TH	11TH	9TH	10TH	11TH	9TH	10TH	11TH
ADV	25%	0%	0%	8%	0%	0%	0%	0%	0%
PROF	25%	18%	33%	33%	0%	33%	22%	11%	0%
BASIC	38%	27%	0%	8%	44%	33%	67%	11%	0%
BB	0%	55%	0%	50%	44%	33%	11%	56%	100%
FBB	13%	0%	0%	0%	11%	0%	0%	22%	0%
# Tested	8	11	3	12	9	3	9	9	2

ALGEBRA 2									
	SPRING 2010			SPRING 2011			SPRING 2012		
	9TH	10TH	11TH	9TH	10TH	11TH	9TH	10TH	11TH
ADV			0%	0%	0%	0%		0%	0%
PROF			0%	0%	17%	17%		60%	33%
BASIC			0%	100%	33%	17%		40%	33%
BB			100%	0%	17%	33%		0%	0%
FBB			0%	0%	33%	33%		0%	0%
# Tested			1	1	6	6		5	3

GEOMETRY									
	SPRING 2010			SPRING 2011			SPRING 2012		
	9TH	10TH	11TH	9TH	10TH	11TH	9TH	10TH	11TH
ADV	17%	0%	0%	50%	0%	0%	11%	0%	14%
PROF	33%	43%	0%	50%	33%	0%	78%	83%	29%
BASIC	17%	43%	100%	0%	67%	33%	0%	17%	43%
BB	17%	14%	0%	5%	8%	18%	11%	0%	14%
FBB	17%	14%	0%	0%	0%	5%	0%	0%	0%
# Tested	6	7	1	2	3	3	9	6	7

GENERAL MATH									
	SPRING 2010			SPRING 2011			SPRING 2012		
	9TH	10TH	11TH	9TH	10TH	11TH	9TH	10TH	11TH
ADV	0%			20%			0%		
PROF	11%			0%			40%		
BASIC	44%			60%			20%		
BB	44%			20%			40%		
FBB	0%			0%			0%		
# Tested	9			5			5		

BIOLOGY									
	SPRING 2010			SPRING 2011			SPRING 2012		
	9TH	10TH	11TH	9TH	10TH	11TH	9TH	10TH	11TH
ADV	30%	13%	0%	30%	43%	20%	100%	43%	0%
PROF	20%	63%	0%	20%	14%	40%	0%	43%	100%
BASIC	40%	13%	67%	40%	43%	20%	0%	14%	0%
BB	0%	13%	33%	0%	0%	0%	0%	0%	0%
FBB	10%	0%	0%	10%	0%	20%	0%	0%	0%
# Tested	10	8	3	10	7	5	5	7	1

CHEMISTRY									
	SPRING 2010			SPRING 2011			SPRING 2012		
	9TH	10TH	11TH	9TH	10TH	11TH	9TH	10TH	11TH
ADV	50%	0%	33%		29%	0%		50%	0%
PROF	50%	25%	67%		43%	0%		50%	0%
BASIC		75%	0%		29%	100%		0%	50%
BB		0%	0%		0%	0%		0%	0%
FBB		0%	0%		0%	0%		0%	50%
# Tested	2	4	3		7	3		2	2

HISTORY									
	SPRING 2010			SPRING 2011			SPRING 2012		
	9TH	10TH	11TH	9TH	10TH	11TH	9TH	10TH	11TH
ADV		4%	22%		20%	10%	50%	32%	26%
PROF		16%	35%		16%	29%	0%	11%	30%
BASIC		40%	13%		44%	29%	50%	32%	37%
BB		12%	17%		16%	24%	0%	5%	7%
FBB		28%	13%		4%	10%	0%	21%	0%
# Tested		25	23		25	21	22	19	27

GRADE 2						
	SPRING 2010		SPRING 2011		SPRING 2012	
	ELA	MATH	ELA	MATH	ELA	MATH
ADV	0%	100%	25%	0%	43%	29%
PROF	100%	0%	13%	33%	14%	29%
BASIC	0%	0%	25%	0%	14%	29%
BB	0%	0%	25%	56%	14%	14%
FBB	0%	0%	13%	11%	0%	0%
# Tested	1	1	8	9	7	7

GRADE 3						
	SPRING 2010		SPRING 2011		SPRING 2012	
	ELA	MATH	ELA	MATH	ELA	MATH
ADV	0%	0%	33%	33%	0%	0%
PROF	33%	0%	50%	17%	60%	10%
BASIC	0%	0%	17%	50%	30%	50%
BB	33%	100%	0%	0%	0%	30%
FBB	33%	0%	0%	0%	10%	10%
# Tested	3	4	6	6	10	10

GRADE 4						
	SPRING 2010		SPRING 2011		SPRING 2012	
	ELA	MATH	ELA	MATH	ELA	MATH
ADV	57%	29%	67%	17%	67%	17%
PROF	43%	43%	0%	33%	17%	33%
BASIC	0%	14%	33%	50%	17%	33%
BB	0%	14%	0%	0%	0%	17%
FBB	0%	0%	0%	0%	0%	0%
# Tested	7	7	6	6	6	6

GRADE 5									
	SPRING 2010			SPRING 2011			SPRING 2012		
	ELA	MATH	SCIENCE	ELA	MATH	SCIENCE	ELA	MATH	SCIENCE
ADV	58%	27%	50%	64%	18%	36%	14%	0%	14%
PROF	17%	45%	33%	27%	18%	64%	43%	29%	57%
BASIC	27%	9%	17%	9%	45%	0%	43%	29%	29%
BB	0%	18%	0%	0%	18%	0%	0%	43%	0%
FBB	0%	0%	0%	0%	0%	0%	0%	0%	0%
# Tested	12	11	12	11	11	11	7	7	7

GRADE 6						
	SPRING 2010		SPRING 2011		SPRING 2012	
	ELA	MATH	ELA	MATH	ELA	MATH
ADV	38%	25%	57%	36%	50%	17%
PROF	50%	13%	14%	29%	25%	50%
BASIC	13%	38%	29%	21%	8%	17%
BB	0%	25%	0%	14%	17%	17%
FBB	0%	0%	0%	0%	0%	0%
# Tested	8	8	14	14	12	12

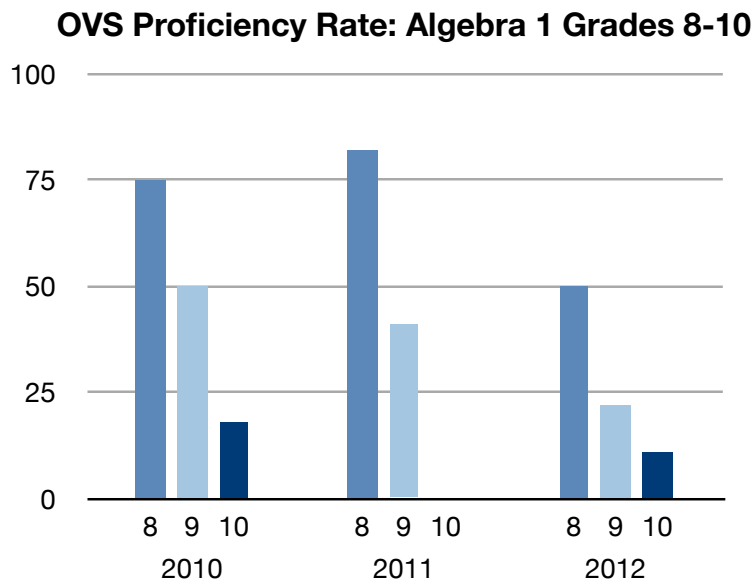
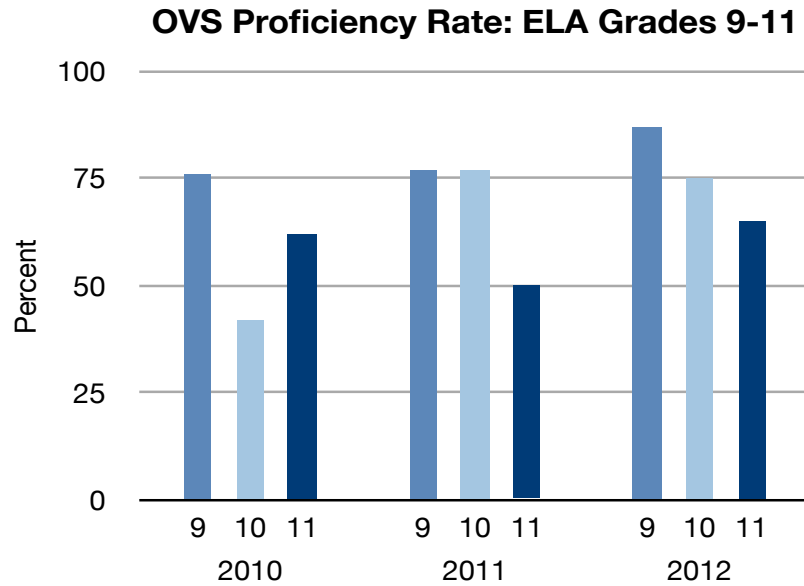
GRADE 7						
	SPRING 2010		SPRING 2011		SPRING 2012	
	ELA	MATH	ELA	MATH	ELA	MATH
ADV	50%	28%	57%	36%	50%	17%
PROF	28%	33%	14%	29%	25%	50%
BASIC	17%	28%	29%	21%	8%	17
BB	6%	0%	0%	14%	17%	17
FBB	0%	0%	0%	0%	0%	0%
# Tested	18	18	14	14	12	12

GRADE 8						
	SPRING 2010		SPRING 2011		SPRING 2012	
	GEN MATH	ALGEBRA 1	GEN MATH	ALGEBRA 1	GEN MATH	ALGEBRA 1
ADV	11%	25%	21%	9%	18%	50%
PROF	44%	50%	21%	73%	55%	50%
BASIC	11%	0%	36%	18%	9%	0%
BB	22%	25%	21%	0%	9%	0%
FBB	11%	0%	0%	0%	9%	0%
# Tested	9	8	14	11	11	2

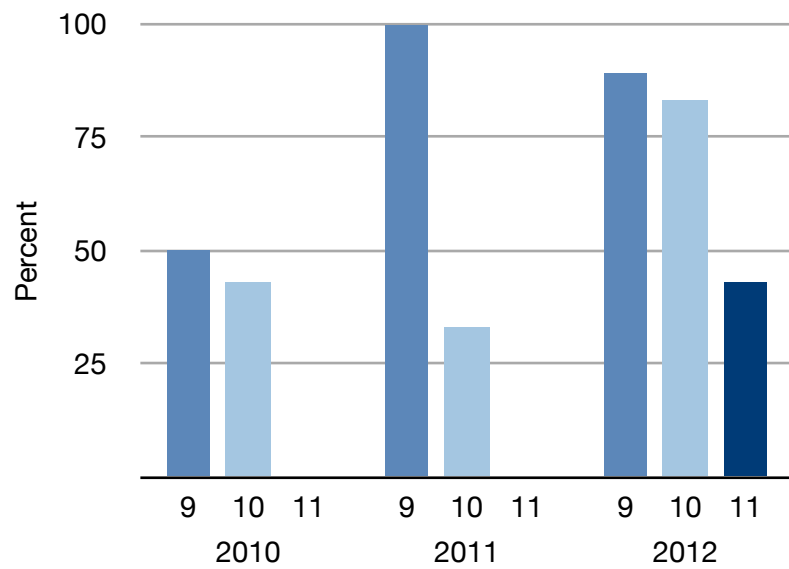
GRADE 8									
	SPRING 2010			SPRING 2011			SPRING 2012		
	ELA	HIST	SCI	ELA	HIST	SCI	ELA	HIST	SCI
ADV	65%	35%	41%	64%	50%	67%	57%	43%	64%
PROF	18%	29%	29%	16%	21%	4%	21%	29%	21%
BASIC	18%	24%	12%	12%	21%	13%	7%	14%	0%
BB	0%	6%	12%	8%	4%	8%	7%	14%	7%
FBB	0%	6%	6%	0%	4%	8%	7%	0%	7%
# Tested	17	17	17	25	24	24	7	14	14

OVS Proficiency Rate:

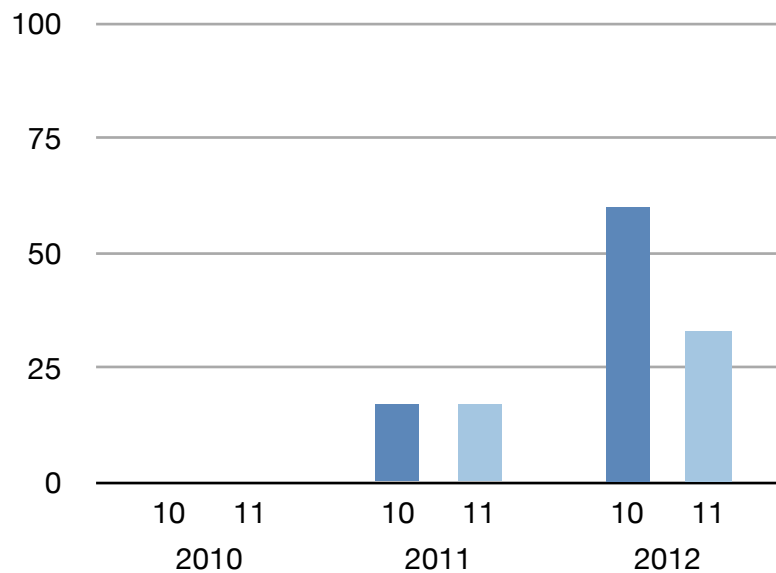
Percentage of students testing at proficient or above from 2010-2012

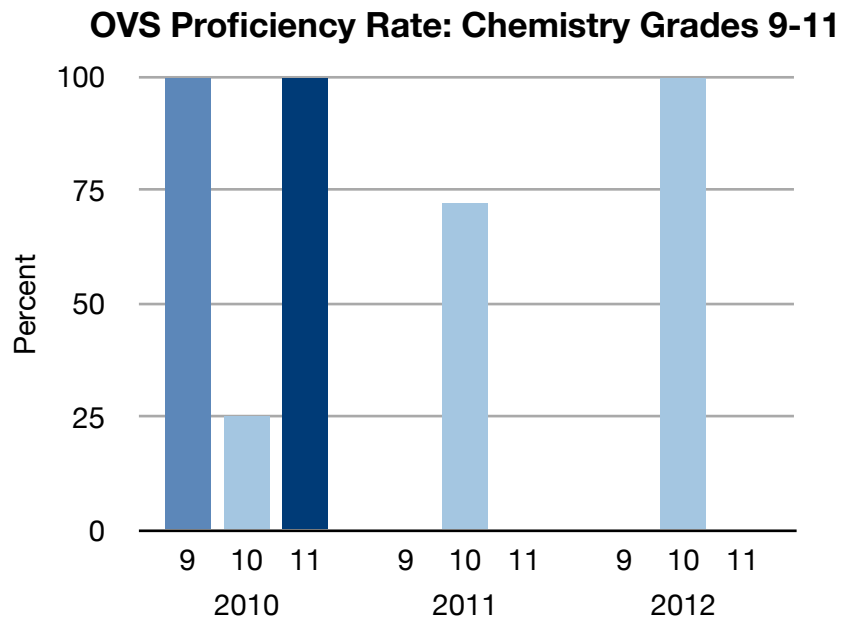
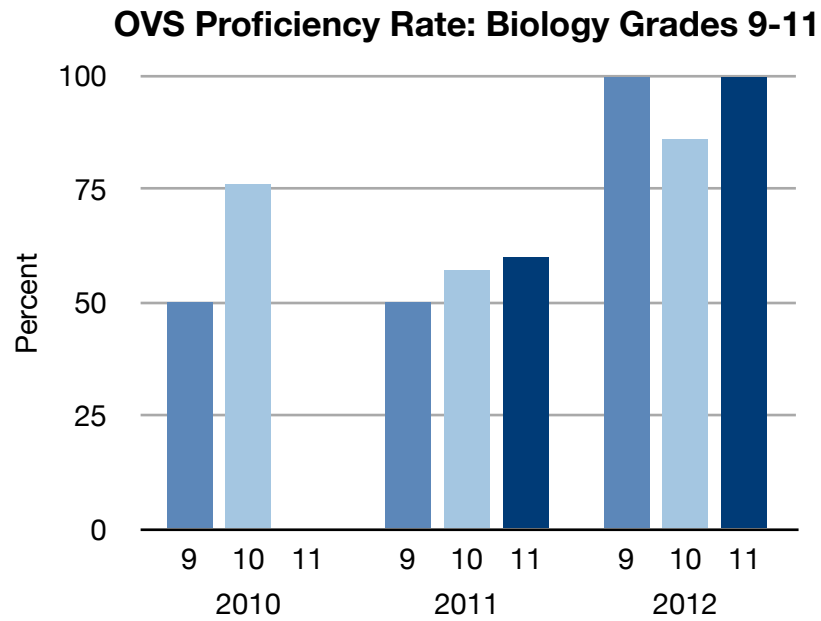


OVS Proficiency Rate: Geometry Grades 9-11

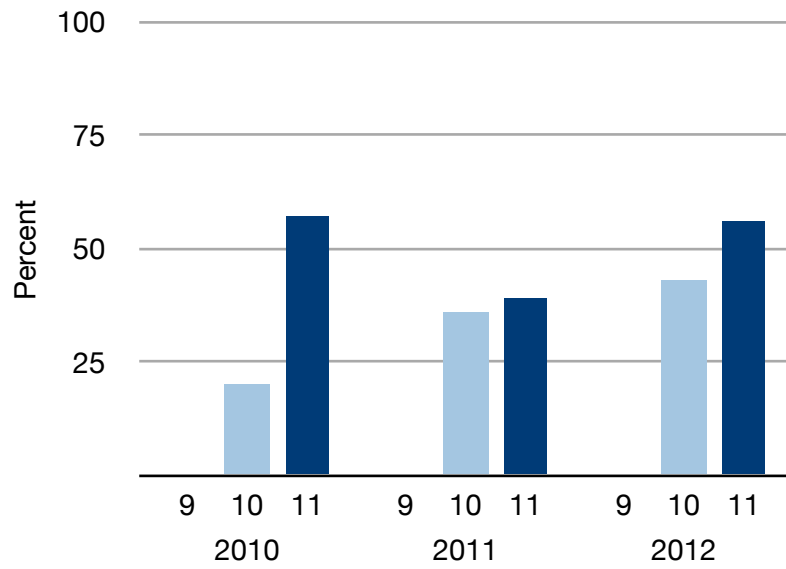


OVS Proficiency Rate: Algebra 2 Grades 10-11

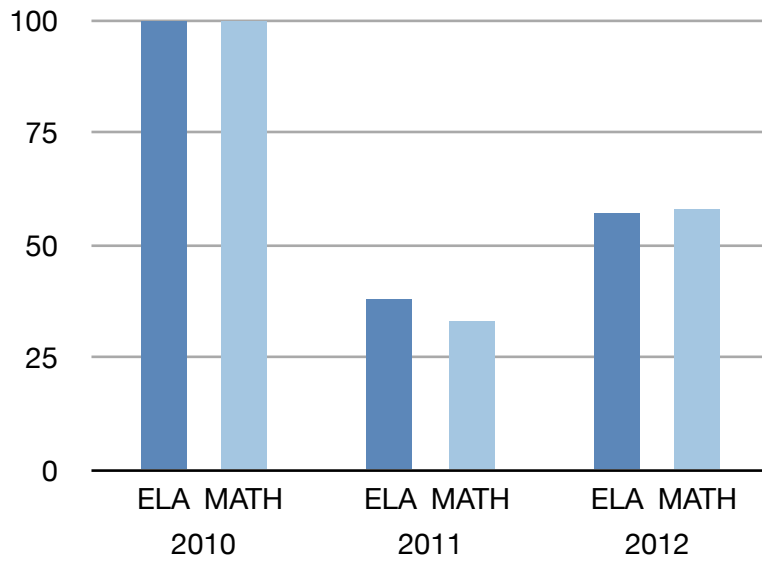




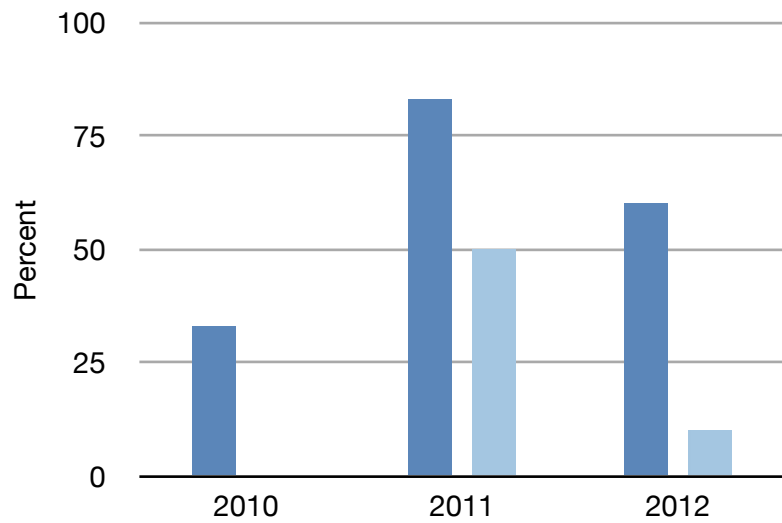
OVS Proficiency Rate: US History Grades 10-11



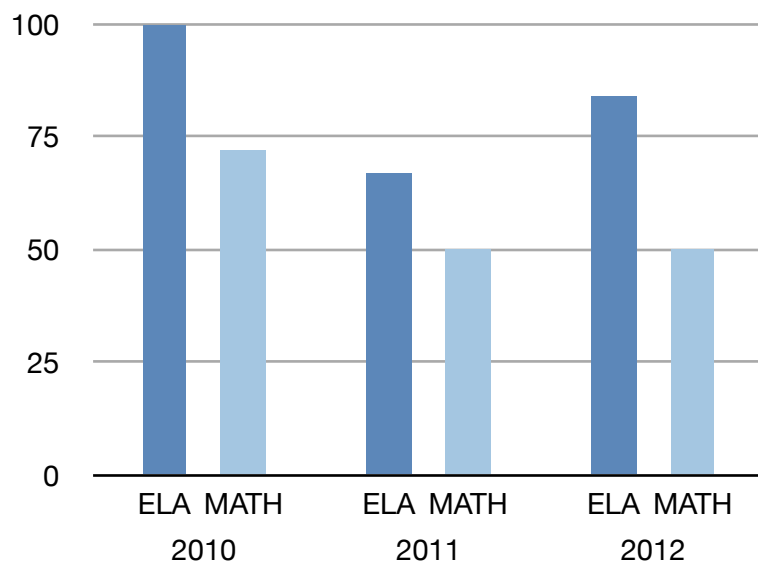
OVS Proficiency Rate: ELA & MATH Grade 2



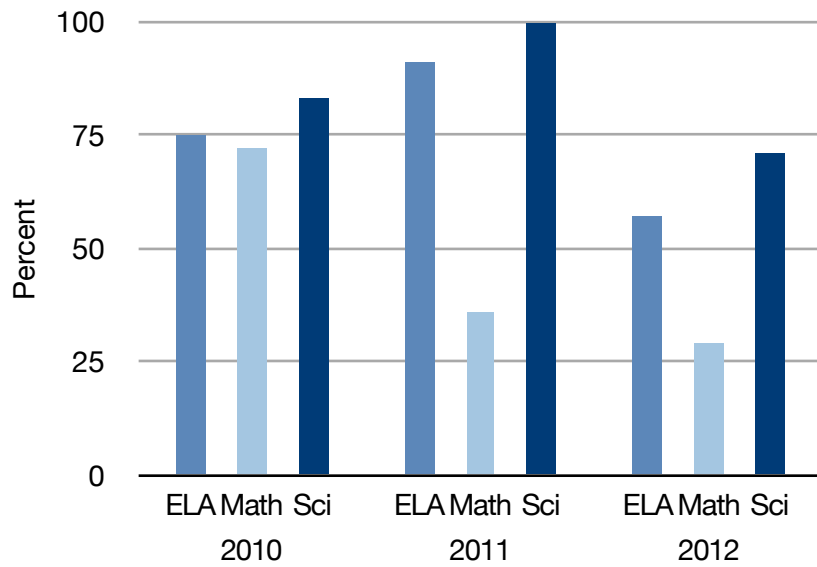
OVS Proficiency Rate: ELA & MATH Grade 3



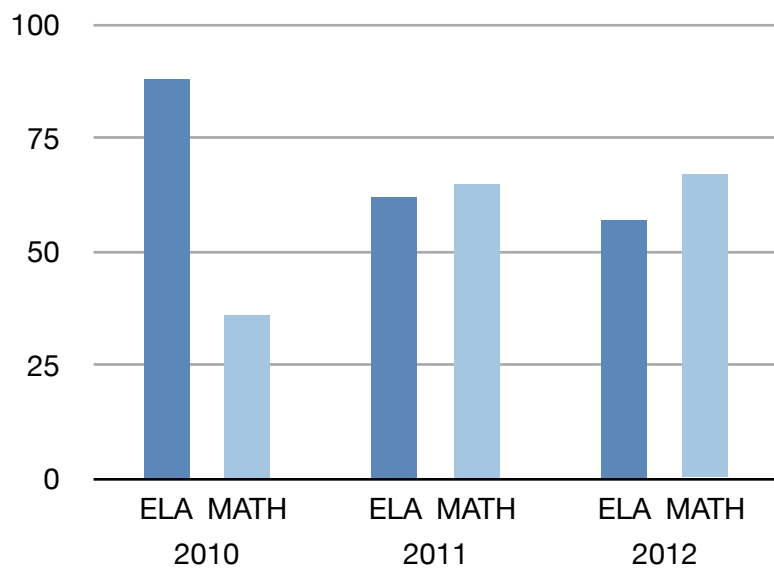
OVS Proficiency Rate: ELA & MATH Grade 4



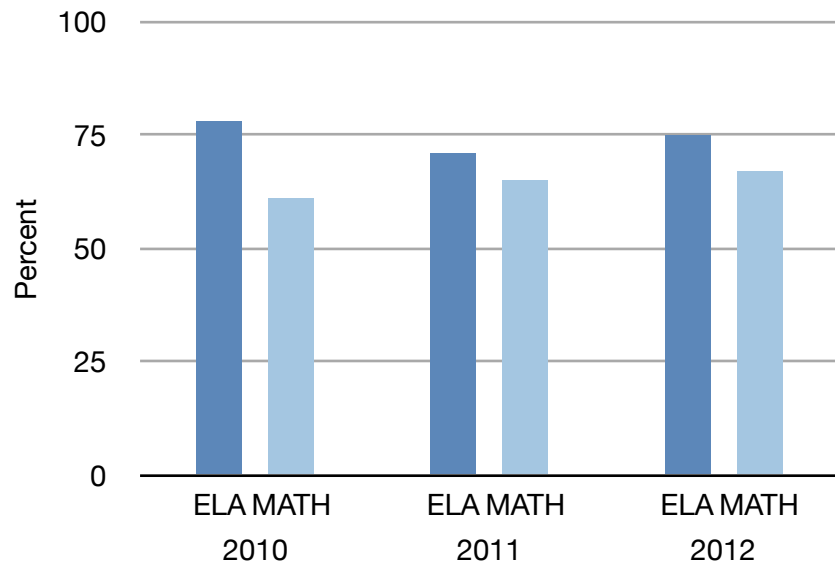
OVS Proficiency Rate: ELA, MATH & SCIENCE Grade 5



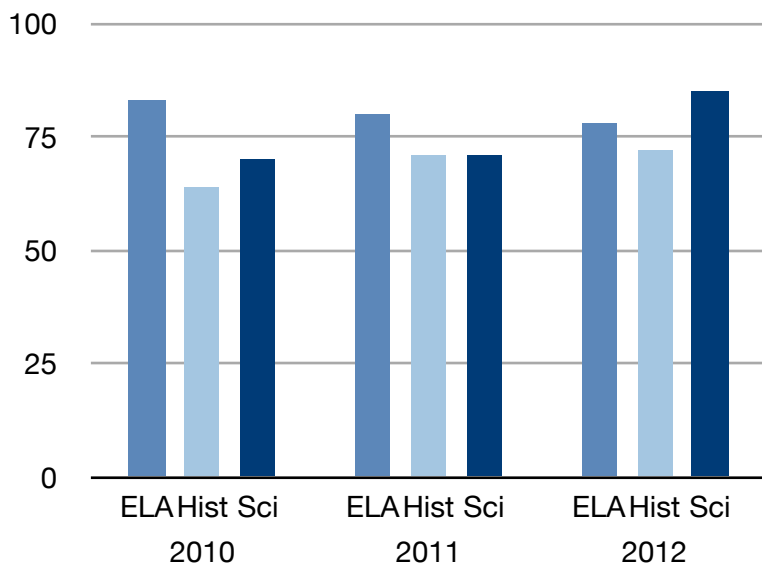
OVS Proficiency Rate: ELA & MATH Grade 6



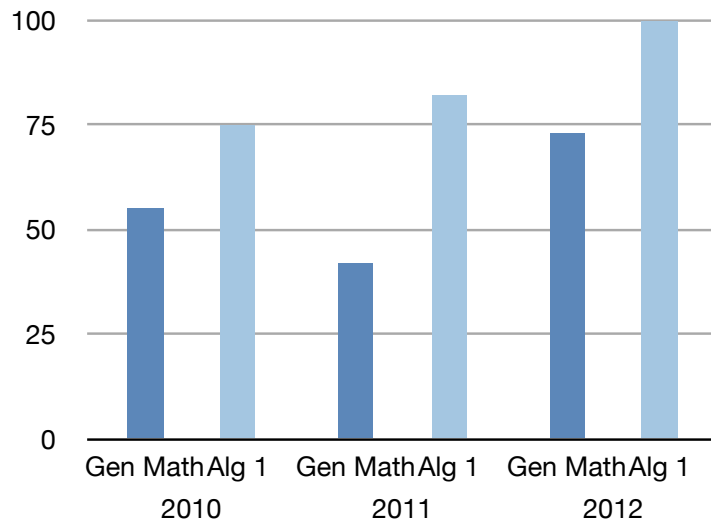
OVS Proficiency Rate: ELA & MATH Grade 7



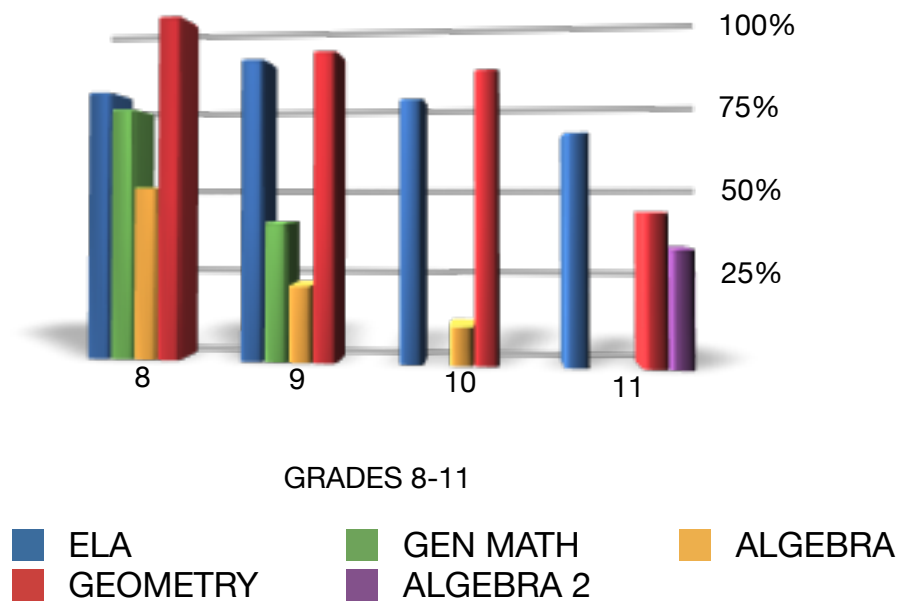
OVS Proficiency Rate: ELA, History & Science Grade 8



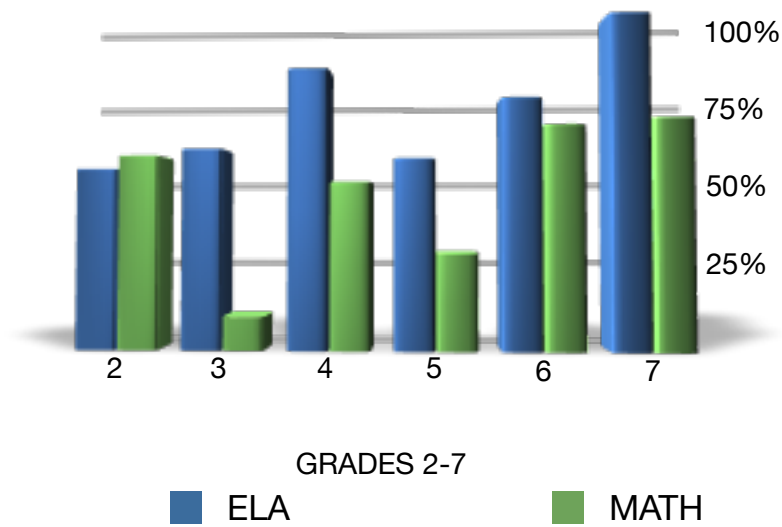
OVS Proficiency Rate: General Math & Algebra 1 Grade 8



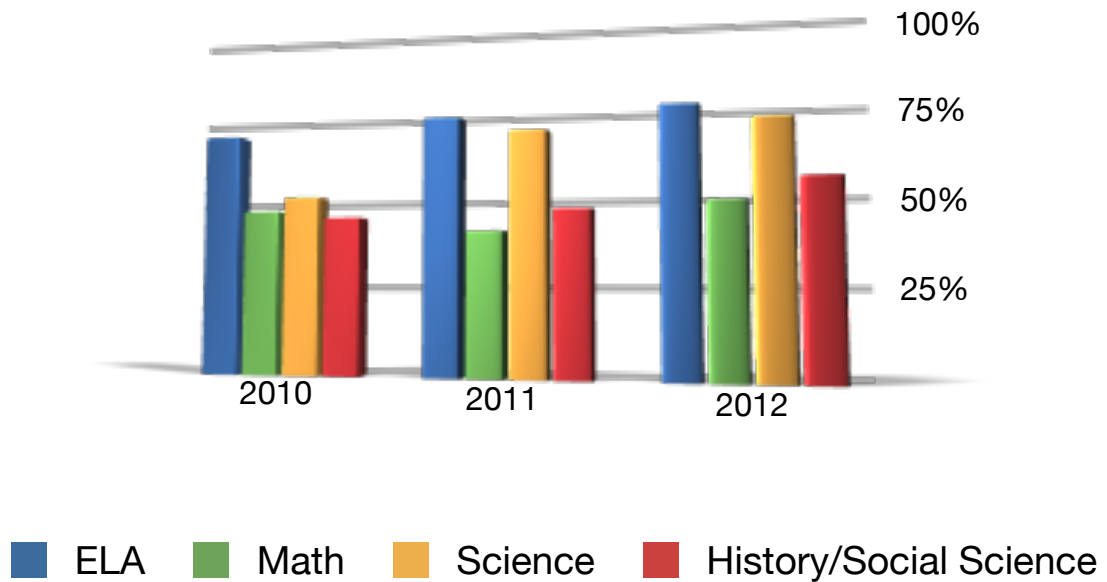
ELA & MATH PROFICIENT RATE 2012



ELA & MATH PROFICIENT RATE 2012

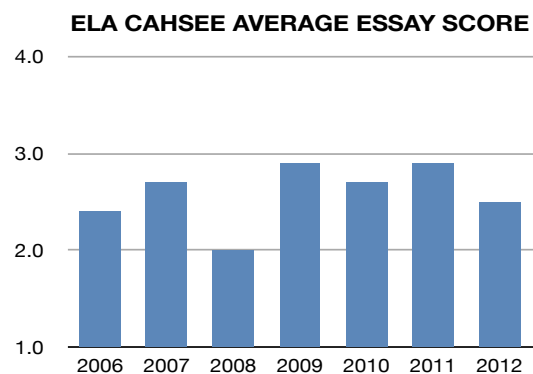
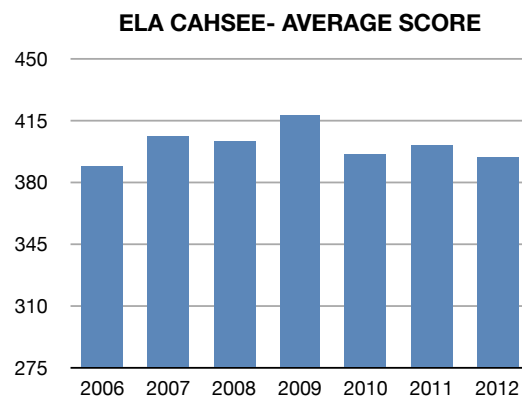
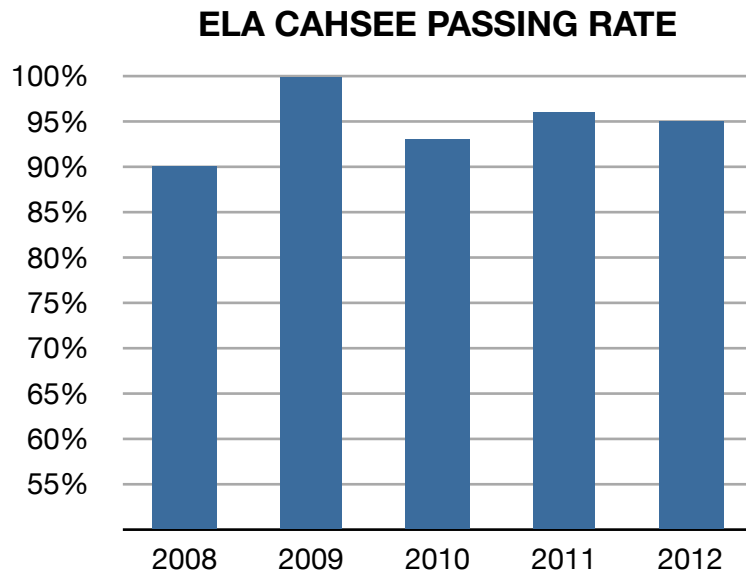


CST PROFICIENCY RATE- SCHOOLWIDE

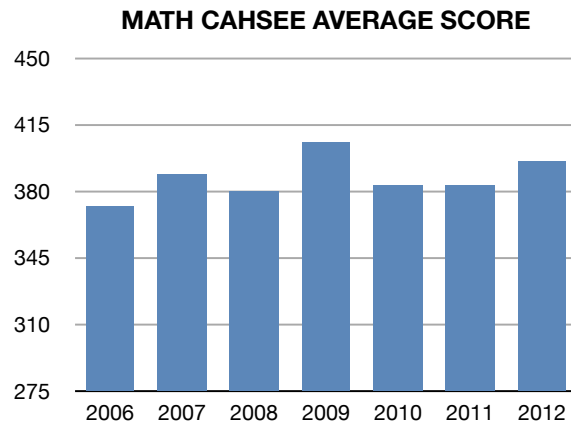
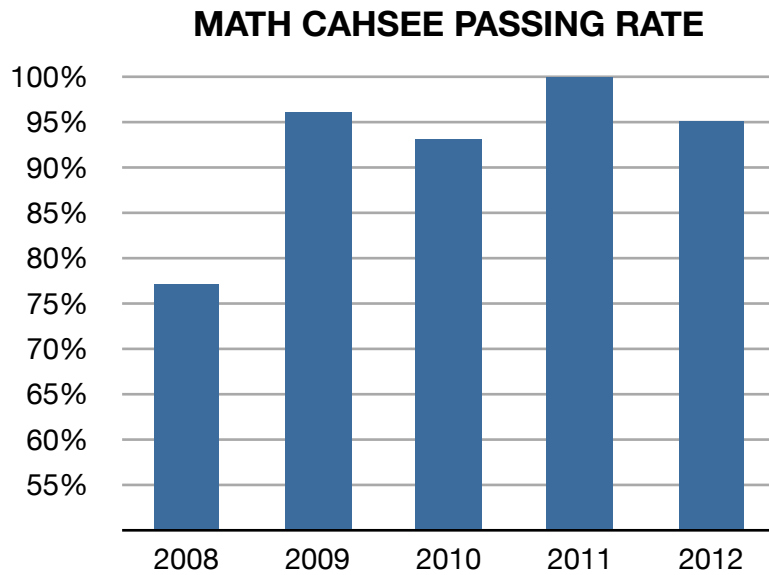


CAHSEE Data:

ELA CAHSEE for Grade 10 (first time tested)



MATH CAHSEE for Grade 10 (first time tested):

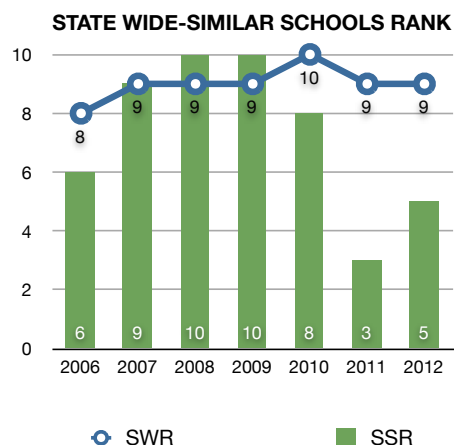
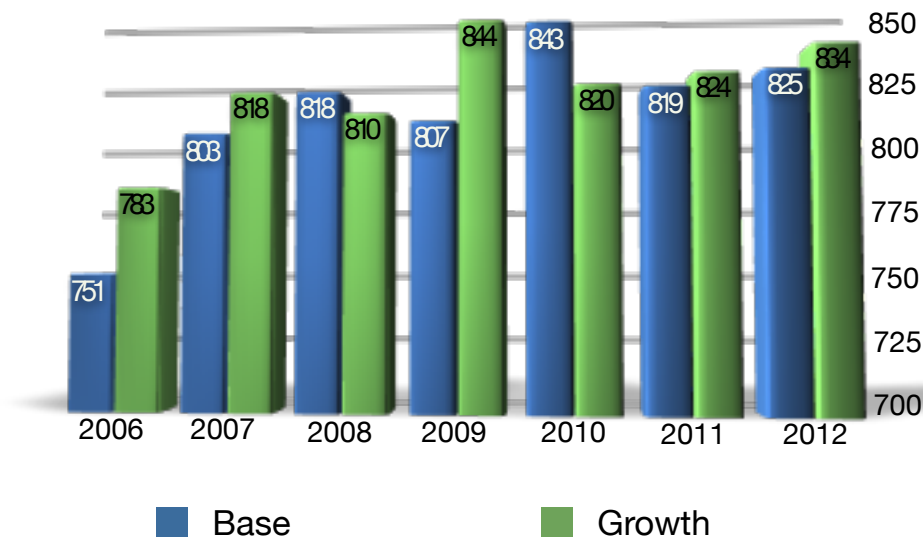


API Score:

Orchard View School received its first API score of **751** based on 2005 STAR testing. Prior to 2005, our participation rate in standardized testing was below the needed participation rate due to parental waivers based on philosophical objections to testing. Since that time, the OVS staff has worked diligently to convince parents and their students to participate in the yearly testing.

Since its first API score in 2006, Orchard View has consistently scored above 800. In the last six years, Orchard View has been ranked either 9 or 10 statewide.

ORCHARD VIEW SCHOOL'S API SCORES



College SAT:

A small percentage of Orchard View School students take the SAT every year. In 2012, only three students took the SAT and were subsequently admitted to four-year universities. Of those three students, the average critical reading score was **643**, the average math score was **616** and the average writing score was **604**.

Orchard View students have the opportunity to take the PSAT at Summerfield School in Santa Rosa, CA. Each year about ten OVS students take the test at Summerfield and an Orchard View staff member helps proctor the exam. Orchard View has had two National Merit Semi-finalists and one Commended Scholar in the last five years.

The majority of Orchard View School's college-bound students begin their college careers at the Santa Rosa Junior College. While the number of students who go directly from Orchard View to four-year colleges is small, OVS students have access to a college counselor to help them with all aspects of the application process. Colleges of acceptance for Orchard View students include University of California (Berkeley, Davis, Los Angeles, Santa Cruz, San Diego), California State University (Cal Poly, Pomona, Sonoma, Humboldt, Channel Islands), Stanford, Amherst, Bennington, Brown, Cal Tech, California College of the Arts, Carroll College, Case Western Reserve, Chicago Art Institute, Cornish College of the Arts, Dartmouth, Emory, Evergreen State College, Guilford, Hobart and William Smith Colleges, Macalester, MIT, Montana State University, and Naropa Institute, Otis College, Pitzer, Reed, Saint John, Santa Clara, Swarthmore, Temple, University of Michigan.

Orchard View graduates are currently attending (includes students who transferred from junior colleges) Amherst, Stanford, California College of Art; Carroll College, Manhattan College of Music, Reed College, San Diego Mesa College, Santa Rosa Junior College, San Francisco Academy of Art, Sonoma State University, Thomas Aquinas; UC Berkeley, UC Davis, UC Davis, UC Santa Cruz, UCSC, University of London, University of Michigan Law School

Chapter Two

Overall Summary & Analysis of Profile Data

ORCHARD VIEW SCHOOL



Chapter Two

Student Community Profile – Overall Summary from Analysis of Profile Data

Collecting and analyzing data for this self-study was a multi-year project. The WASC Committee, consisting of the directors and two supervising teachers, coordinated the collection and analysis of profile data, and, in the fall of 2010, they began the process of writing this self-study in collaboration with the supervising teachers.

The supervising teachers formed teams, and each team worked on a specific section of Chapter Four. In the fall of 2011, they created initial drafts for each section. Each team then interviewed three parents, three students, and three peers to add additional evidence to their report. In the spring of 2012, the WASC committee created and distributed surveys to OVS staff, parents, and students. In the fall of 2012, the WASC committee began the process of analyzing data and creating charts. Following review and discussion of the data and subsequent charts at staff meetings, the team members reconvened to revise their sections.

The entire staff then met to review and revise the ESLRS. Teachers worked in groups to identify the school's "haves" and "needs" for each ESLR. Their suggestions were correlated and placed into a shared document where the collaborative process continued until all teachers had input.

The teams met again to examine the results of the parent, student, and staff surveys as well as CST data, CAHSEE data, the ESLR staff analysis, and the Independent Study Practices Survey. They created a written record of their findings, and after reviewing each team's analysis and summary of the evidence, the committee found there were two clear areas of focus.

Critical Academic Needs Based on Data:

1. Math: An analysis of the data revealed that math was a critical need in all grades. Parents of students in grades K-8 indicated that additional onsite math classes would be their top priority. Although parents expressed satisfaction with the number of onsite math classes for high school students, STAR testing for math indicated that the majority of 9th, 10th, and 11th grade students in Algebra I and Algebra II were not proficient. Supervising teachers reported a desire for additional math support for all students. This goal, which was defined as an area of need in the previous Self-Study, is clearly one that needs to be refined and expanded. As schools enter a new era of Common Core Standards and the increasing need for mathematical skills and reasoning in the 21st century, OVS views improving student performance in math as its top priority.

ESLRs that support the continued focus on math goals are 1.) *Educated individuals who meet or exceed the Common Core Standards and California State Standards* and 2.) *Critical thinkers who can effectively analyze, interpret, and evaluate evidence*

Orchard View School-wide Math Goals:

- Increase the percent of students who score “proficient or above” in Algebra I and Algebra II on the CST
- Identify all OVS students who are struggling in math and develop individual plans for improvement
- Review general math curriculum—including on-campus classes and teaching methods, as well as online resources for students and families—to build additional support for math practice in the home environment
- Provide professional development opportunities for teachers in Common Core math
- Create more support for parents to instruct in math for grades 3-8
- Implement online adaptive assessment for math

2. Career Exploration: Parents and teachers alike expressed a desire for more resources that link to job skills, career education, and support for students who are entering the 21st century workforce. Parents of high school students chose the area of job skills and vocational training as their top choice for more onsite classes. Staff analysis of the ESLRS and their responses on the Independent Study Practices Survey also revealed career exploration/vocational and job skills opportunities as an area of critical need.

ESLRs that support the focus on school-wide career exploration goals are 1.) *Effective communicators who collaborate and work effectively within diverse groups and settings* and 2.) *Contributing members of society who exercise the rights and responsibilities of citizenship on a local, state, national, and global level*

Orchard View School-Wide Career Exploration Goals:

- Develop more time for staff to create career/college-oriented electives
- Encourage more participation in ROP, Sonoma County Farm Programs, and other local programs through SCOE or other agencies
- Build use of current resources, such as Kuder Navigator, into classes and/or lesson plans
- Establish career exploration graduation requirements
- Develop career/vocational curriculum
- Define Pathways to career training through concurrent enrollment at SRJC
- Provide more parent and student outreach

Chapter Three

Progress Report

ORCHARD VIEW SCHOOL



Chapter Three

Progress Report

Significant developments at OVS since the last full visit:

- 2012 Nominee for California Distinguished School Award
 - Creation of a cohesive campus
 - New one-to-one learning and resource center
 - API consistently above 800
 - CAHSEE Passage Rate consistently 90% or higher
 - Expansion of math and science programs
 - Online courses
 - New OVS website and Homework Hotline
 - One National Merit Scholar, one Semi-finalist and one Commended Scholar
 - Seniors accepted to prominent universities
-

Orchard View School has steadily progressed since its opening in 2000, and it continues to build its programs to meet the needs of the students and their families. OVS takes great pride in providing students with a personalized and flexible learning environment. Working together with the school community, OVS has made significant changes to its facilities and instructional programs and continues to make gains in student achievement.

The school conducted its first WASC full study in 2007 and hosted a revisit in 2010. During the first self-study, The OVS Leadership Team identified three critical areas of need that were aligned to the school's ESLRS. Upon review of the self-study and after meeting with the staff and other stake-holders, the 2007 Visiting Committee agreed with the Leadership Team's decision to pursue three goals for school improvement in the areas of critical need.

- 1. Develop a plan to improve math skills at all levels**
- 2. Develop a plan to improve writing skills at all grade levels**
- 3. Restructure OVS Campus into a cohesive group of buildings**

Four other goals were added that comprise the additional areas identified by the 2007 Visiting Committee to be strengthened for school improvement.

- 4. Provide students more opportunities in work-study, internship programs, and vocational education**
- 5. Articulate standards aligned benchmarks and assessments**
- 6. Analysis of student data and assessments**
- 7. Align and focus instruction to meet the state standards**

Progress Towards Goals

The 2010 Visiting Committee cited significant progress for the improvement of math and writing skills at all grade levels (Goals #1 and #2) through curriculum review, development of benchmarks, new books and materials, additional on-site classes, and professional development. The committee cited achievement results in both CAHSEE and CST data. The Visiting Committee stated that Goal #3, creating a cohesive campus, had been met. They noted progress on all additional areas to be strengthened and made no further recommendations.

Action Plan 1: Develop a Plan to Improve Math Skills at All Levels

The OVS action plan of 2007 detailed a process of identifying the lowest performing students using CST data, creating individualized remediation plans, and investing in new materials for all students. The action plan called for additional math classes and tutorial opportunities on campus, the development of benchmarks, and the implementation of a systematic process of pre and post assessments based on the benchmarks.

In the process of carrying out the action plan, the Co-Directors and the Math Committee worked collaboratively with the OVS supervising teachers. The identification and development of remediation plans for BB/FBB students was completed in 2008. The Math Committee reviewed and evaluated math materials, and on their recommendation OVS purchased new math materials for grades k-12. The school added more onsite instructional opportunities, including a combined 7/8th grade Pre-Algebra class and math tutorials. The 2010 WASC Visiting Committee found that, “in the three years since the WASC visit, OVS has made great progress in executing the action plan.”

OVS Supervising teachers use CST data, work samples, formative and cumulative math assessments, and their prior knowledge of a student to plan and design instruction. During regular individual meetings teachers assess student knowledge. The discussions and direct review of work that takes place during one-to-one instruction allows teachers to immediately clarify concepts and adjust instruction as needed. Teachers use the math benchmarks to guide their lesson plans and assessments, but OVS does not have a school-wide benchmark assessment in place at this time. The anticipated purchase of a district-wide assessment program was not completed, but is anticipated for 2013-2014. In addition, OVS is planning to purchase an adaptive assessment program for math. During the transition to the Common Core, OVS will be reviewing math curriculum for grades 2-8. Common Core aligned materials have already been purchased and are being used in the high school.

Classroom teachers use assessments and benchmark tests that accompany the class textbooks. Classroom teachers post their assignments and links to digital resources on the Homework Hotline. OVS teachers and students are increasingly taking advantage of e-learning tools and resources. Students can link to Kahn Academy, Flexmath and Brain Genie from the Homework Hotline. Students in 7th and 8th grade take Algebra placement tests in the spring. Their placements

are watched closely in the fall and classroom teachers communicate with supervising teachers regarding their students' progress and make adjustments if needed.

In 2011, OVS implemented math requirements for biology and chemistry classes. OVS science teachers are incorporating STEM curriculum into their classes, and students are developing and applying math skills across disciplines.

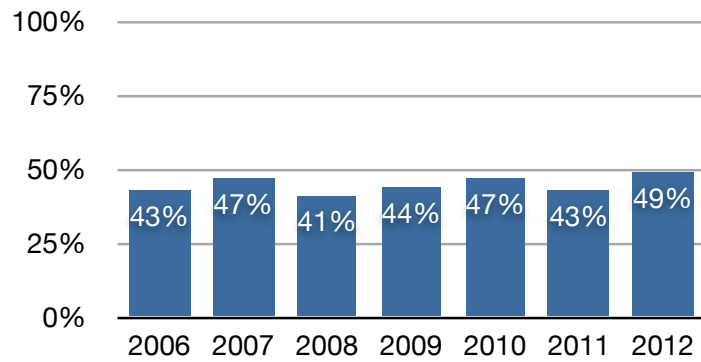
Despite this continual process of self-improvement and the activities shown in the chart below, progress in math as measured by CST data has been slow. From 2009 to 2012, 92 percent or more of all 10th graders passed the math CAHSEE. In 2012, the School-wide CST math proficiency rate was 49 percent, with significant gains in Geometry and Algebra 2, and steady gains in grades 6-8. In Geometry, students scored 40 percent higher than the statewide average. However, OVS Algebra 1 students scored below the state average for the first time in three years.

Onsite instructional hours for Algebra 1 and Geometry were increased for the 2009-2010 school-year, resulting in a slight increase in Algebra CST scores and no correlation with Geometry CST scores. OVS is considering reinstating additional class time for Algebra 1 next year.

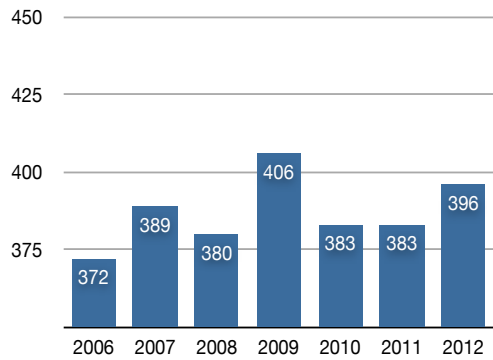
During the 2013 self-study process, OVS has again identified math as an area of critical need.

Orchard View School's Actions	Timeline
<ul style="list-style-type: none"> • Developed Math Benchmark assessments 	2010
<ul style="list-style-type: none"> • Supported professional development in standards based math instruction-including common core for teachers 	2008-present
<ul style="list-style-type: none"> • Purchased new textbooks and math materials for all grade levels including common-core aligned texts with digital licenses (Pearson) for Algebra 1, Algebra 2, and Geometry 	2008-present
<ul style="list-style-type: none"> • Regularly scheduled math tutorials and CAHSEE prep for high school students 	2008-present
<ul style="list-style-type: none"> • Counsel and assist students in con-current enrollment at the SRJC in math classes 	2008-present
<ul style="list-style-type: none"> • Purchased math materials with video instruction (Math u See, Teaching Textbooks) 	2009-present
<ul style="list-style-type: none"> • Created Algebra Core class with two year option 	2010-present
<ul style="list-style-type: none"> • Offering Online Math Classes in Algebra 1 and Algebra 2. (Florida Virtual Academy, Odysseyware) 	2011-present
<ul style="list-style-type: none"> • Administering placement tests for pre-algebra and Algebra 	2011-present
<ul style="list-style-type: none"> • Offering twice a week 8th grade Algebra class 	2012-present
<ul style="list-style-type: none"> • Trig/pre-calculus added to next year's schedule 	2013-2014

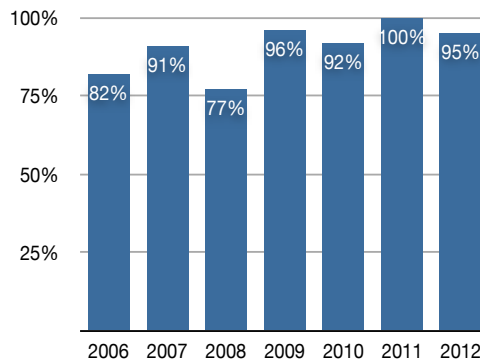
Schoolwide CST Proficient Rate- Math



CAHSEE MATH- Average Score

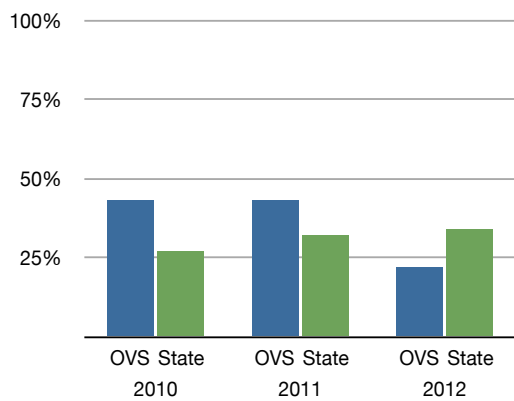


% of students passing Math CAHSEE

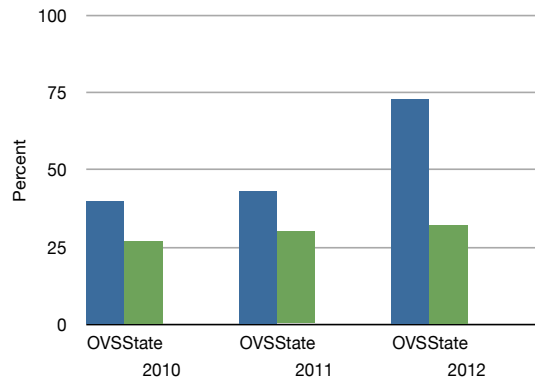


Math CAHSEE Total # of students tested	
2006	17
2007	22
2008	31
2009	28
2010	26
2011	26
2012	22

CST Proficiency- OVS & State: Algebra 1



CST Proficiency- OVS & State: Geometry



Action Plan 2: Develop a Plan to improve Writing Skills at All Grade Levels

The OVS action plan of 2007 detailed a process of developing instructional activities, creating benchmarks and assessments, evaluating the school's writing program, and providing professional development in the area of writing.

The co-directors and a writing committee composed of two teachers from each of the elementary, middle, and high school levels, developed benchmarks and assessments for grades k-12. In the mid-year report they concluded that because OVS is an independent study school that uses multiple means of assessment, having a single benchmark assessment was not appropriate. The staff and the writing committee agreed that teachers could use the committee-developed assessments or use individual teacher-created assessment with the common goal of using multiple assessments to determine a student's benchmark progress.

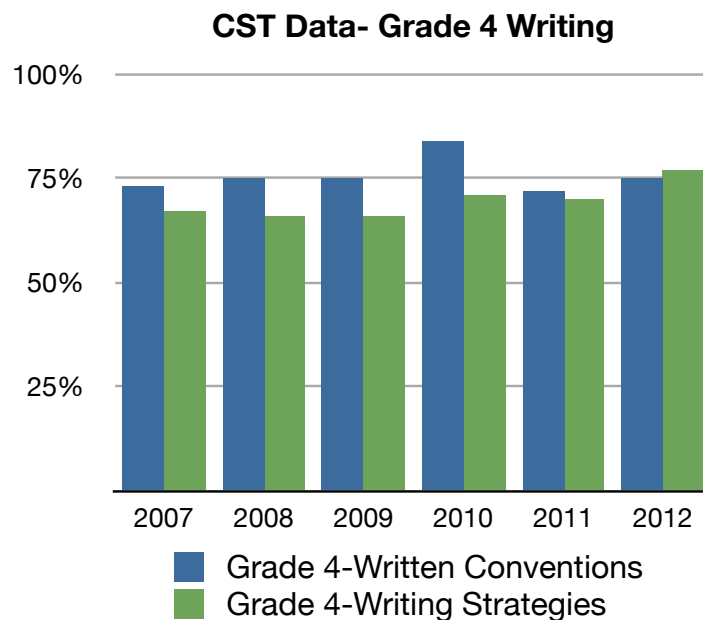
In addition to the high school English class, OVS added writing or classes with a writing emphasis in grades 4-8. Since 2011, the 8th grade onsite writing class has been taught as a media studies class where students gain skills in word processing using PowerPoint, Prezi, Audacity and other software to create word documents, podcasts, and presentations. Intro to Poetry was added in 2009 as an a-g English elective, and is currently taught as an online class. In 2012, online Digital Arts and Journalism classes were added. In 2013, all students were given access to a web-based keyboarding program, TypingPal.

OVS teachers are encouraged to take advantage of professional development opportunities in writing. Since 2010, OVS teachers have attended include: **Education Through the Arts** -Poetry off the Page, Shadow Journeys: Exploring Elements of Story, Visual Arts to Encourage Thinking and Writing); **KQED** - Digital Storytelling, Digital Learning Symposium; Memoir Writing Workshop, Read to Common Core English/ Language Arts Training; and the National Endowment of the Humanities: Teacher Institute on Emily Dickenson in Amherst, MA. In addition teachers have received training in on-demand writing, and writing AP essays. Writing ideas and lessons from these workshops are shared at staff meetings and informally.

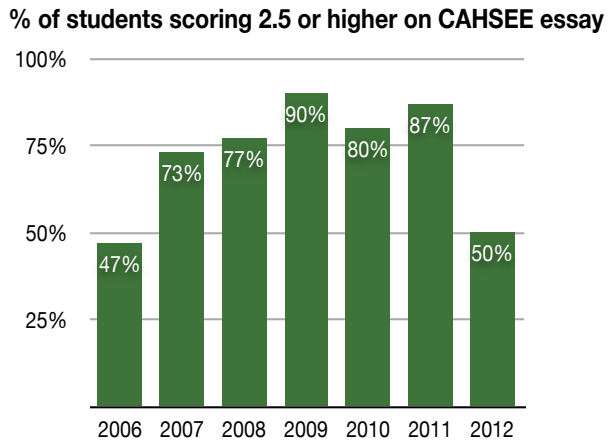
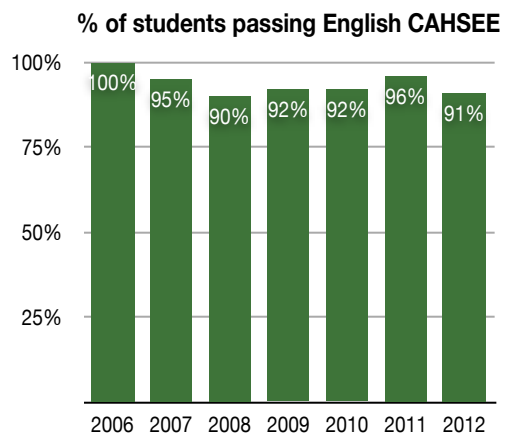
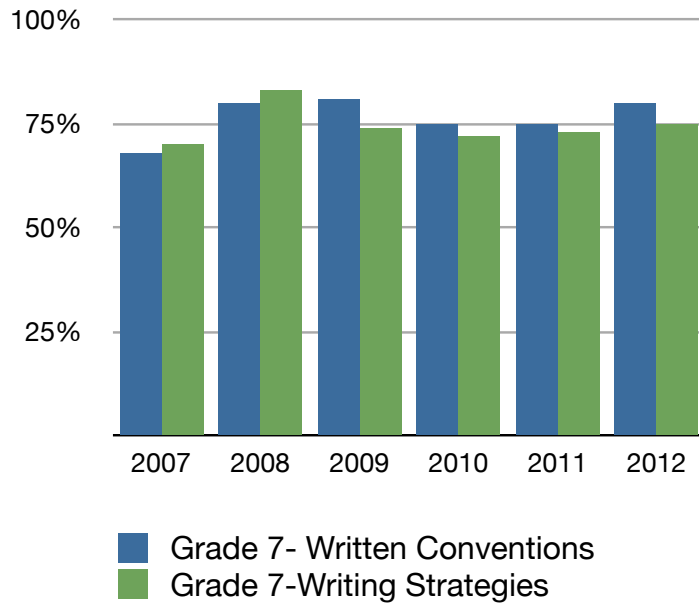
In 2012, CST writing conventions for 4th and 7th grade were 75 percent. The 2012 school-wide CST proficient rate for ELA was also 75 percent. OVS continues to have a high CAHSEE English passage rate. The number of students scoring 2.5 or higher on the essay rose significantly from the 2006 rate of 43 percent to a high of 90 percent in 2009. However, in 2012 the rate dipped to 50 percent, prompting a renewed focus on CAHSEE writing.

As we transition from the current standards, OVS will be working with the district to develop and adopt instruction and assessment strategies aligned with the Common Core.

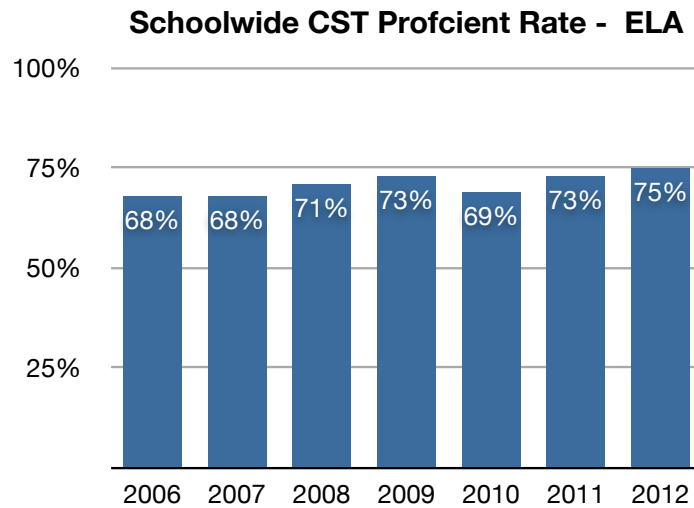
Orchard View School's Actions	Timeline
<ul style="list-style-type: none"> • Developed standards-aligned writing benchmarks and assessments • Administered pre and post assessments • Developed and communicated cross curricular instructional activities • Supported professional development in standards based writing instruction including common core for teachers • Offered additional writing enrichment classes • Supported professional development in writing and technology • Added tech emphasis to 8th grade writing class • Added online Poetry class, Digital Arts, and Journalism • Conducted CAHSEE writing assessment for all 10th grade students • Provided access to web based keyboarding instruction for all students 	2007-2008 2009-2010 2008 - present 2008-present 2008 – present 2011-present 2012–present 2012-present 2012 2013



CST Data- Grade 7 Writing



English CAHSEE Total # of students tested	
2006	17
2007	22
2008	31
2009	29
2010	26
2011	24
2012	22



Action Plan 3: Restructure OVS Campus Into a Cohesive Group of Buildings

In 2007, the OVS facility consisted of six classrooms located in various places on the Apple Blossom campus. With the support of the district, OVS has worked to create a cohesive campus that serves the distinct needs of an independent study program. In 2009, OVS completed Phase 1 of the construction plan. In the 2010 mid-year report, the second phase was on schedule to be completed by the summer of 2010, and OVS reported that the goal had been met.

Since then, further additions and improvements to the OVS campus have resulted in a restructured campus that exceeds the initial goal. In 2011, solar panels were added as part of a district-wide move to solar power. Not only do the solar panels provide power to the school, they define the entrance to the campus, provide shaded areas for eating, and have been the catalyst for new instructional activities about energy. OVS also contributed to the construction of new playground structures on the upper campus and now has shared use of the playground with Apple Blossom School.

In 2012, the district reassigned our classrooms on the lower campus to Apple Blossom School. OVS, worked with the district and the architect to create a plan that relocated this part of the school to the upper campus. For the first time, OVS was able to design rooms for the specific needs of one-to-one instruction. The new space provides teachers and students with ample room and privacy for individualized instruction and room to house all of the curricular materials needed for independent study.

We are currently working to re-establish our school garden. Students and parent volunteers have just completed the construction of new raised beds, and the school anticipates that the garden and other landscaping will be completed by the fall of 2013.

Orchard View School's Actions	Timeline
<ul style="list-style-type: none"> • Multi-purpose campus and dual-purpose • Study hall added to the upper campus • Two additional rooms added to upper campus, OVS office relocated to upper campus • OVS contributes to new shared playground structures • District-wide Solar panels installation of solar panels with electric-car charging stations • New construction consolidates OVS facilities into one cohesive campus with designated space for one-to-one instruction • Creation of new school garden with raised beds 	<p>Summer 2008 Summer 2010 Spring 2011</p> <p>Spring 2011 Summer 2011</p> <p>Summer 2012</p> <p>Ongoing</p>

Action Plan: Additional Area to be Strengthened #4

Provide or Coordinate Programs that Allow Student More Opportunities in Work-Study, Internship Programs, and Vocational Education

In the Mid-Year Report, OVS reported progress in providing students with information about vocational opportunities and access to vocational programs. The most significant action was the hiring, in 2008, of a part-time academic counselor.

The counselor is available weekly by appointment to all high school students and their families to review transcripts, discuss graduation requirements, college admission assistance, concurrent enrollment, financial aid and career preparation. The counselor holds college information nights for parents and students as well as a high school information night for 8th grade students and their parents. Currently, she is helping define pathways that students can take at OVS to meet academic and career goals.

Both the academic counselor, and OVS supervising teachers assist and advise students in concurrent enrollment at the SRJC. This continues to be one of the most successful ways OVS students can gain vocational skills. OVS students have enrolled in Culinary Arts, Welding, Equine Science, Computer Studies, Firefighter Academy, and Emergency Medical Technician courses. Two OVS students earned EMT certification by the time of their high school graduation.

OVS students also have access to Regional Occupational Program (ROP) jobs training courses at area high schools. Two OVS students have participated in two-year ROP Career Pathways programs offered at industry sites - Health Care at Kaiser Permanente and the Energy and Water Resources at the Water Agency. These students and the Energy and Water Resources teacher participated in presentations on the OVS campus. Additional ROP resources are available to all students in the OVS office. Next year, a new program will allow ROP students to gain college credits.

In 2012, ROP offered Career Technical Education (CTE) Step-Up Classes at local schools. OVS posted and distributed brochures; OVS 8th grade students who participated in the program had a positive experience and the classes will be offered again this year. In spring 2012, OVS students were given access to Kuder Navigator, an online career and college planning site. OVS staff had an in-service training with the director of Innovation and Partnerships at SCOE. Information about

career exploration events and links to additional career planning resources including *Who Do U Want 2B*, a state sponsored career exploration site, are available on the OVS Homework Hotline website.

In 2012, OVS was invited to participate in the Farms Leadership Program. A group of OVS students, along with students from five other local high schools, are participating in seven field days at local farms and environmental sites. The feedback has been enthusiastic, and OVS plans to continue its involvement next year.

Because of the flexibility of the OVS program, students have the opportunity to hold jobs, volunteer, and intern in the community. OVS has developed a variety of vocational/practical arts electives that are overseen by the supervising teacher. These classes can be tailored to incorporate students' participation in outside programs and on-the-job experience. OVS students have held jobs in many occupational sectors including web design, childcare, culinary, equine, automotive, retail, and business. OVS students have also participated in Explorer programs through local police and fire stations.

In 2008, OVS offered its first permaculture class to middle and high school students. The class was responsible for developing garden areas on the OVS campus and constructed a variety of planter boxes and other outdoor structures. In 2011 the class was redefined as an agro-ecology class and continues to offer instruction in soil management and gardening.

In 2011-2012 OVS offered a Maker's Club class. The idea was generated through the advise of a local business, O'Reilly and Associates who publish the magazine *Make*. The focus of the class was to inspire and foster students to be innovators and makers. Through a variety of weekly workshops, guest artists and speakers, students were exposed to skills and traditions used to make objects.

OVS added an onsite Culinary and Hospitality class to their schedule. Recent remodeling of the classroom defined the kitchen area and a door to the new garden area was added. New tables and equipment were purchases and OVS hopes to expand its culinary program with a "garden to table" focus drawing on the rich agricultural heritage of Sonoma County.

Orchard View School's Actions	Timeline
• Concurrent enrollment SRJC	2007-present
• On-site Permaculture (now agro-ecology) class	2008 – present
• College counselor available weekly by appointment	2008-present
• College Night presentations	2010-present
• Maker's Club	201- 2012
• Kuder Navigator access	2012-present
• ROP presentation by ROP teacher and students	2011-2012
• Participation in ROP Water District program, Kaiser medical program, and ROP 8th grade programs	2012
• Onsite Culinary and Hospitality Class	2012-2013
• OVS students participate in Farms Program	2012-2013
• Supported professional development in career exploration	2012-2-13
	2011-present

Action Plan: Additional Area to be Strengthened # 5

Articulate Standards-Aligned Benchmarks and Assessments for Social Studies and History

In the 2007 Self-Study, OVS identified the need to articulate standards aligned benchmarks for social studies and history. In 2010, OVS reported that new textbooks had been purchased for grades 4-8, each aligned with the California State Standards. New high school World History and United States History texts were also adopted and put to use. The committee began with developing standards based-assignment sheets for each chapter in the World History and United States History texts. Semester schedules with four benchmark assessments were created. These assessments allow teachers to identify areas of weakness and provide follow-up instruction in specific areas. They are organized into binders and available to all staff.

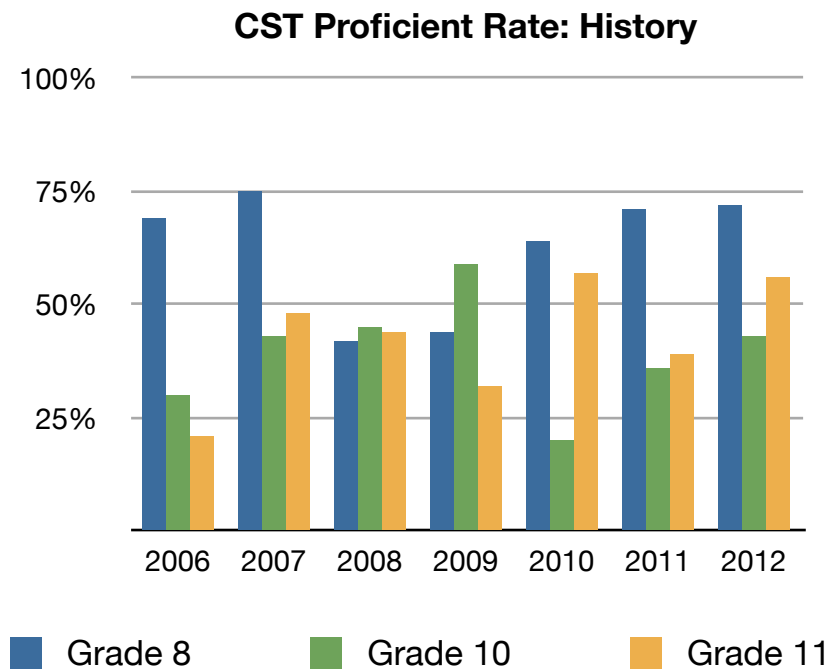
In June 2007, three staff members began the Teaching American History Project, a three-year summer institute facilitated by Sonoma State University. This program, taught by college professors, provided OVS teachers with United States History content and classroom applications. Teachers have participated in additional professional development in the humanities including: Teaching American History, NEH Teacher Institutes, and Educator Workshops at the Asian Art Museum and the deYoung Museum. Standards-aligned resources and lesson plans from these workshops have been shared at staff meetings.

OVS has supported living history events by holding the Night of the Notables and History Night where students role-play people, events, and lifestyles of historic eras. OVS offers onsite historical literature classes for grades 5-7. Supervising teachers use digital resources to supplement standards-aligned history lessons, and individualized lesson plans allow teachers to support student's interests and goals in history. In the spring of 2012, one OVS student took the World History AP exam. This student is now studying for the US History AP exam by using a variety of resources including UC Open Access and will sit for the exam in the spring of 2013.

For the 2013-2014 school year, OVS will be submitting online classes through the University of California's SCOUT program in United States History, US Government and Politics, and AP United States History for A-G recognition.

OVS did not move forward with developing grade-level assignment sheets, benchmarks, and cumulative assessments for all grade levels. Due to the highly individualized nature of instruction at OVS, it was decided that using text related assessments and benchmarks was more appropriate. In 2013-2014, OVS will have access to a district data and assessment program, Illuminate, that includes online assessments for commonly used textbooks.

CST data reveals that US History rates have fluctuated but show a significant increase since 2006. World History dipped in 2010, but is steadily increasing, and 8th grade History remains an area of strength.



Action Plan: Additional Areas to be Strengthened #6
Analysis of Student Data and Assessments

All OVS teachers examine individual student data and use this along with curriculum and teacher made assessments to develop or modify each student's learning activities. Analysis of school-wide performance data is done every year. This data is shared with both supervising and classroom teachers. Teachers discuss results from annual standardized tests (STAR, CAHSEE, PSAT, and SAT) together and with students and their parents. Information from this data is used to develop or modify each student's learning activities. Staff and administration use standardized test data to plan onsite instruction. Teachers analyze STAR math data to identify and create remediation plans in math for students who tested FBB or FB.

Providing students with a flexible learning environment and one-to-one instruction are signature practices at OVS. Due to the individualized nature of instruction, the process of collecting and analyzing additional benchmark data school-wide has not been prioritized. Supervising teachers use multiple measures and both formative and cumulative assessments to guide instruction and lesson plans. Supervising teachers elected to individually assess students in writing after several years of school-wide writing assessments. Writing rubrics and assessment are discussed at the beginning of the year. In 2012, due to analysis of CAHSEE data, it was decided to assess all 10th grade students with a common prompt. Individually, the assessment was used to guide instruction

The Twin Hills District has formalized plans to contract with Illuminate, a data and assessment management system, for student data. This will provide OVS with a more efficient system and support to analyze data at varied levels. It will also provide assessments for commonly used textbooks, and it will align teacher or school created tests with state standards and the Common Core.

Action Plan: Additional Areas to be Strengthened #7

Align and Focus Instruction to Meet the State Standards

By the mid-year review, OVS had articulated benchmarks in writing and mathematics and had more closely aligned and focused their instruction to enable OVS students to meet the state standards. In the past six years, OVS has purchased standards based curriculum in all academic areas. Teachers use text based assessments and benchmarks. Working with students across the curriculum and grade level gives OVS teachers a broad knowledge of the California Standards and how to prepare students for expectations in subsequent grade levels. In the elementary and middle school grades, where parents assume more responsibility for instruction, supervising teachers work with parents to create standards-based lesson plans.

OVS has been successful in aligning and articulating the standards while retaining the strengths of our individualized program. A flexible learning environment presents OVS teachers with the challenge of integrating non-standards aligned material to the state standards, and the process of aligning instruction to the standards is seen as continual.

OVS has already begun the process of transitioning to the Common Core. Administrators and teachers, with the support of the district, are actively involved in preparing OVS for the transition. In 2011, OVS began replacing high school math textbooks with Common Core aligned texts. Digital licensing provides online tutorials, assessment, and innovative ways to meet objectives. In 2012, teachers and administrators began to participate in professional development related to the Common Core. Coupled with school efforts to utilize technology, teachers are exploring ways to create collaborative learning environments for independent study students.

In the spring of 2012, two staff members attended the Pearson Executive Conference and the National ISTE Conference to learn about digital resources for Common Core instruction. In 2013, staff members continued to explore how to use technology to deliver Common Core instruction at the CUE Conference.

During the 2012-2013 school year, OVS staff members have also participated in SCOE workshops including, Common Core Standards for Mathematics and ELA, Leadership Institute: Classroom 21-Upgrading Curriculum and Assessment through the Common Core Standards, Common Core Math: Empowering Principals to Support Implementation. OVS anticipates the need for more professional development, new curricular materials, and technology to support and implement Common Core instruction and assessment.

Action Plan Summary:

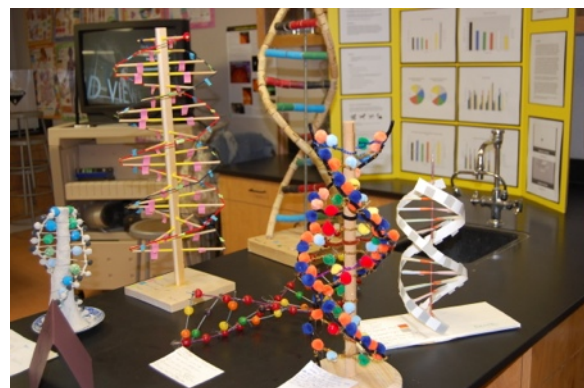
OVS has made progress in school improvement in all areas identified as critical areas of need. Additionally, the school has made significant changes in technology, an area not identified during the self-study or mid-year review, particularly in information sharing and online instruction.

The action plan was carried out or modified by the WASC committee and committees established by the action plan with the collaborative effort of all OVS supervising teachers. Review of the action plan, school programs, and student performance during this self-study process has helped us pinpoint areas of critical need identified in our new school-wide action plan.

Chapter Four

Self-Study Findings

ORCHARD VIEW SCHOOL



Chapter Four

Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff and Resources

A1. Organization Criterion

To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the central administration, and further defined by expected school-wide learning results and the academic standards?

Based on parent and student requests, Orchard View Charter School was created and its charter written by teachers and parents to serve the needs of the community. Included in the mission statement is the goal for 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.” By identifying, nurturing, and supporting the unique capabilities of every student, OVS strives to challenges all learners through a non-traditional school environment.

OVS serves 200 K-12 students from a wide variety of academic backgrounds and learning styles. Teachers work individually with each student, developing a learning plan unique to their interests and needs. Instruction is offered through independent study, on-campus classes, community college classes and, recently, on-line classes. Through these options, students are able to achieve their personal academic goals.

Through the WASC self-study, a close examination of school-wide data including standardized testing results, parent, teacher, student, and alumni surveys, the OVS school community re-evaluated the Expected School Wide Learning Results in an effort to keep them relevant to the current student population, the learning skills needed for the 21st century, and the transition to the Common Core standards. These revised ESLRs have been integrated into all areas of the curriculum.

Orchard View School enjoys a close and supportive relationship with the Twin Hills School District Board of Trustees. In spring of 2002, based on parent, student, teacher, and board input, a charter was written and board approved. The charter was renewed in November 2004 and again in October 2009. Orchard View School Co-Directors report to the Twin Hills Board of Trustees at monthly meetings. The board and school continue to work in collaboration, developing and refining the goals and purpose of the school based on its expected school-wide learning results and student needs.

The Twin Hills District Superintendent provides additional support to Orchard View. The superintendent is housed on the same campus as Orchard View and is readily available for consultation and refinement of the school program. The co-directors attend management meetings twice a month with the superintendent and other school administrators to discuss curriculum development, school operations, and events.

A2. Governance Criteria

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support this achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions of the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Agency (LEA) plan?

With the original approval of the Orchard View Charter in 2000 and subsequent renewals, 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, demonstrating the progressive nature of the district's philosophy.

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 OVS co-directors about student performance, overall school operations, curriculum development, textbook adoptions, and fiscal health. Any major changes to 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 co-directors.

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. In addition, a Financial Memorandum of Understanding is in place where OVS has agreed to purchase the following services 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.

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, and one of the co-directors. 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.

A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

OVS attracts students from a wide variety of backgrounds. Staff members work with parents and students who embrace varied learning styles. Each student meets individually with a supervising teacher to develop and implement an academic plan. Included in this plan are the on-campus classes that are offered at all grade levels appealing to the diversity of student interests. Classes vary from year to year based on student/parent surveys, student achievement data, and the academic needs of the students, determined by the staff. Students, at the high school level, also have the option of participating in on-line classes and/or attending college level classes at Santa Rosa Junior College.

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development?

A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

OVS staff members meet the No Child Left Behind Requirements (NCLB) 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 staff members have served as BITSA mentors for on-campus class instructors.

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

OVS allocates resources for professional development; the majority of OVS teachers have had more than 25 hours of professional development outside of school during the last two years. Attendance and participation in conferences, trainings, and workshops during this time include: the Stanford Institute for Economic Policy Research, California Council on Economic Education, CUE conference, KQED Digital Symposium, Museum Educator Events at the Asian Art Museum, Museum of Modern Art and the Fine Arts Museum of San Francisco, American Art Museum, Washington D.C., Project Lead, Farallone Island National Maritime Sanctuary, San Francisco Maritime Park, and teacher events at the Wells Fargo Center.

Staff members attend workshops and trainings offered by the Sonoma County Office of Education (SCOE) such as iPad collaboration in the classroom, Apple Education Seminar, special education workshops, and Common Core workshops, among others. Two teachers participated in the SCOE e-symposium project and created three online classes. As part of the e-Symposium, these teachers were sponsored to attend the International Society for Technology in Education (ISTE.) One teacher and administrator are currently participating with other district members in the Sonoma Leadership Network. The Network is an ongoing professional development opportunity for teams of district leaders, principals, and teacher-leaders. Each session is dedicated to the study and implementation of research-based strategies that improve student achievement and narrow the achievement gap. This year's topic is "Better Learning Through Structured Teaching- Connections to the Common Core." As for all workshops and professional development, participants disseminate information and share resources with other teachers at staff meetings.

Co-directors are members of and attend annual conferences of the California Consortium of Independent Study (CCIS) and the California Charter School Association (CCSA), which are professional organizations that focus on charter school and independent study issues.

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.

A6. To what extent are the human, material, physical and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the programs(s) to support students in accomplishing the academic standards and the expected school-wide learning results?

OVS administration 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 achieved its long term goal of having its own cohesive campus. The school now enjoys eight rooms housing the main office, a teachers' resource center, a study/hall library with college counseling office, a science classroom with lab facilities, the art room, and three other classrooms for group instruction. Orchard View maintains its own restroom facilities, storage sheds, greenhouse, kiln room, and outdoor eating areas. The facilities are maintained by the district custodial staff and students. Through surveys, parents and students have indicated that the safe school environment is a high ranking reason why they initially chose OVS.

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 either co-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 some 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.

A7. To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future? Is the charter school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

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 monthly 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 per cent.

Co-directors make decisions on spending based on input from the district business manager. Capital needs have been addressed as new buildings have been installed at the “upper” campus for Orchard View during the past few years. Planning any future capital needs would be a discussion between co-directors and the superintendent.

A8. Has the charter developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical practices?

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 2012.

An OVS yearly external audit is completed by the Gedell/Porter CPA firm as part of the THUSD audit. The district business manager and office personnel oversee and manage the everyday expenditures. Co-directors make 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. OVS teachers make a yearly advance on the salary schedule and are included on the seniority list of the district.

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership and Staff Resources (if any) that need to be addressed to ensure quality education for all students

- Supportive and close working relationship with the Twin Hills Governing Board
- Close proximity and daily support from the district superintendent and business manager
- Fiscally sound budget with means to provide adequate instructional materials, comparable salaries, benefits, excellent working conditions to all staff
- Close relationship with parents and students
- OVS teachers are involved in most aspects of school management and policy
- OVS teachers and office staff work together effectively as a team to support school wide goals and student learning

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students

- Collaboration and communication between OVS teachers and classroom teachers hired as independent contractors
- Support and scheduling for independent contractors to organize curriculum around school-wide goals for student learning

Important 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
Administrative Regulations
Non-classroom Based Funding Determination
THUSD teacher's salary schedule
OVS annual budget
Student/parent/teacher surveys
STAR test results
Class descriptions
On-campus schedule of classes
ESLRs

B. Standards-based Student Learning: Curriculum

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-base curriculum that supports the achievement of the academic standards and the expected school-wide learning results?

Orchard View School students have access to rigorous, relevant, and individualized curriculum that meets both the California State Standards and the needs of the student. This is accomplished in many creative and inventive ways, such as individualized learning programs designed by the supervising teacher, A to G courses, online instruction, enrichment classes, interdisciplinary projects, access to and instructions in the use of technology and community interaction.

Orchard View School begins the student's educational journey with a two-step orientation process. Parents and students meet with the director to learn about the OVS program and the responsibilities of the independent study student and the parent. Next the student is assigned a supervising teacher who oversees the student through the educational process, providing academic instruction and assigning appropriate coursework that is relevant and standards-based.

At the initial meeting, supervising teachers provide parents and students with information on the state standards. The supervising teachers refers to these standards when planning lessons and giving assignments. In addition, OVS teachers are constantly interacting with each other to create lessons that are both individualized and standards-based. For example, teachers created a

collection of K-12 English Language Arts standard-based model lessons and is currently working on a collection of templates for various writing tasks.

Students attend regularly scheduled meetings with their supervising teachers. This is the heart of the OVS program. At these meetings the student receives instruction, participates in discussions, develops competence, and learns from mistakes in an environment that promotes student ownership and independence. The strong relationship that develops between the supervising teacher and student is the foundation of his or her academic success.

Orchard View provides students access to standards-based textbooks on a variety of grade levels, such as Glencoe Science, Prentice Hall *World Cultures*, Houghton Mifflin Reading, and *California Math*. In addition, we are utilizing Common Core standards aligned textbooks, such as Holt Biology, Pearson Algebra and Geometry. OVS teachers routinely review and update our books to insure that they are current. Through this process, we recognize the need to update our existing science curriculum with standards –based textbooks for the 3rd, 4th and 5th grades. K-8 textbooks are California State Board approved and high school text books are school board approved. Because of the flexibility of our program, students can use textbooks from a variety of grade levels and ability.

Orchard View School provides 22 core courses that meet the UC A to G requirements. These courses are available in onsite classes, through certified online programs, and independently with the supervising teacher. In addition, OVS has onsite classes in pre-algebra and algebra for 7th and 8th graders. CAHSEE support is available. Students may participate in the Regional Occupational Program (ROP). This program is design to give students practical experience in a variety of careers. Among the courses offered are Culinary Arts and Hospitality, Tooling and Machining, Energy and Water Resources, and Information Services.

The K-8 students have access to a variety of enrichment classes to supplement their independent study. These classes include science, language arts, social studies, fine and performing arts. Classes provide students the chance to meet other students, creatively collaborate, problem solve, and play.

Orchard View recognizes the immense growth in technology and its importance in education. As a result, OVS is dedicated to incorporating technology into our curriculum. Students are instructed in and encouraged to use technology. Through the use of computers, educational software, iPads, and other forms of technology, students create documents, podcasts, and digital stories. Students conduct research, access tutorials, and participate in a variety of online classes.

Orchard View School students create many interdisciplinary projects. These integrated activities include participation in Open House, Makers' Club, and the inter-district Art and Garden Festival. Integrated classes include Media Studies, Hospitality, Forensics, Historical Literature, and Environmental Studies.

Independent study provides the OVS student with flexibility that enables them to participate in community interaction. Students attend Santa Rosa Junior College. They regularly participate in academic tutoring, job skills, performing arts, sports programs, and foreign exchange programs.

They contribute to the community through volunteer work that includes Ceres Project, computer recycling, and animal rescue organizations.

B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

Upon enrollment in independent study at Orchard View School, each student receives an individualized learning plan that is created collaboratively by the student, the supervising teacher, and his or her parents. At the beginning of each year, this team meets to implement a strategy for the student's route of study which will lead him or her toward meeting the California State Standards, as well as achieving individual academic goals, completing specific projects, or intensive study in areas of personal interest. High school students' career goals and options are discussed in the initial meeting and considered in the educational plan throughout their enrollment at Orchard View.

All students have access to Orchard View's extensive program and curriculum offerings in designing their learning plans. Students can choose to follow a structured text or work book-based curriculum, a project-based course of study, or a combination of the two. Orchard View Students are also offered on-line and on-site classes allowing for a well-rounded and diverse educational experience. Our program provides choices in curriculum format and difficulty level within all the grades. Students can select appropriately challenging and appealing materials for a personalized fit.

The supervising teacher and the student meet regularly throughout the school year on a weekly, bi-weekly, or monthly basis, where progress is monitored and assessed. Through open communication and regular contact and assessment, the individualized plan can be modified as often as necessary to meet the student's unique learning needs and goals. For high school students, a review of earned credits and required courses is done at the end of each semester so that all obligations for graduation are met. In addition, Orchard View provides support to students in their preparation for the California High School Exit Exam.

Orchard View School provides a variety of services and opportunities for students to prepare for a career and entry into college or university. Supervising teachers, through ongoing discussion and collaboration, can focus instructional plans and academic study with long-term goals in mind. Supervising teachers and their students work together for many years, often beginning in elementary school. This allows for the supervising teacher to develop a deep understanding of a student's strengths, interests, and talents, and career options can be introduced and explored as early as the elementary years.

Middle and high school students are provided with life-time access to Kuder Navigator, an online tool which helps them explore and identify career options based on strengths and interests. Kuder Navigator also provides students with up-to-date salary and cost of living reports, so that practical and financial aspects of career choices can be considered when deciding on a path. Students are able to interact with this tool as often as needed to help them set and achieve their career goals. Even later in life, students can return to Kuder Navigator to reevaluate or assess the prospect of a career change.

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Orchard View School students are able to meet the graduation requirements upon completion of the high school program. OVS administers the CAHSEE tests on a regular basis as prescribed by the State of California. Students are prepared for the test by their individual supervising teachers and by their on-campus math and English teachers. If a student does not pass one or both parts of the exam, they are provided with targeted tutoring to remediate and ensure passage. As a result, OVS maintains a high rate of passage.

Orchard View employs a high school counselor who reviews all transcripts of juniors and seniors to ensure that they are on track for meeting graduation requirements. Supervising teachers, students, and parents map out the high school program for each individual student to help make steady progress towards graduation. Upon entering OVS as a freshmen, students and parents are oriented to entire high school program.

Students who enter OVS in high school sometimes have credit deficiencies. Orchard View teachers have the ability to help students make up required coursework and get back on track for graduation.

In the fall of 2011, the high school faculty team held a series of meetings to study our current graduation policies and graduation requirements. We framed our investigation and discussion around two questions: Should we raise our graduation credit requirements? And should we continue to allow mid-year graduations? After examining the pros and cons of each question, we came to the consensus that we would not change the policy of allowing January graduations and we would not raise our credit requirements. We agreed that we would focus on developing curriculum and educational opportunities targeted at our senior-year high school students. We believe that if we had a stronger senior-year program, we could encourage students to remain at OVS for a full four years, which would give them the time to mature and explore and further their education in the high school setting where they have been so successful.

Areas of Strength for Standards-based Learning: Curriculum (if any) that needs to be addressed to ensure quality education for all students

- Individualized learning plan
- Wide choice of curriculum
- Technology resources
- Student-supervising teacher relationship
- Excellent passage rate on CAHSEE
- High school counseling support
- Opportunity to make up credits/coursework

Key Issues for Standards-based Student Learning: Curriculum (if any) that needs to be addressed to ensure quality education for all students.

- 3rd, 4th, and 5th grade science curriculum
- Develop more robust senior year program

Important evidence from the self-study that supports these strengths and key issues include the following

- Textbook inventory
- Online course list
- Assignment sheets/working files
- Work samples
- On-campus class schedule
- ROP course list
- School event schedule and photographs
- Information for Incoming Freshman handout
- High school counselor schedule
- Kudar survey results
- Notes from high school grad meetings
- Master Agreements
- CAHSEE test results
- Concurrent enrollment information
- Podcasts

C. Standards-based Student Learning: Instruction

C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?

Orchard View Independent Study Charter School offers a unique and responsive alternative to conventional schools, which involves its students in challenging learning experiences. Orchard View is described as a “hybrid” school because it allows a student to progress through the grades entirely independently, under the supervision of the supervising teacher, working in conjunction with the parents or—in addition—to take enrichment and/or academic classes that are offered on the OVS campus or from outside sources, as well as concurrently enrolling in classes offered at Santa Rosa Junior College. As such, curriculum and instruction can be highly individualized. Additionally, the one-to-one relationship that develops between the student and supervising teacher allows for modifications to instruction whose flexibility would be prohibited in a larger conventional setting.

Our student population has highly diverse goals, as well as skills and abilities. We have students who are failing in conventional schools, who come here to be able to graduate from high school. We also have students who are National Merit Scholars and are accepted into prestigious universities. In between are students who pursue vocational training and/or attend Santa Rosa Junior College or Sonoma State University. Further, our teaching staff has a variety of skills and expertise that allow us to offer varied instructional experiences, both in classes and one-on-one. Many of our teachers have graduate degrees either in education or their field of study, and they also bring personal interests and social concerns to their instruction. We have all discussed the need to have the opportunity to share and observe each other in our classes to a greater extent.

Parental support to instruction varies greatly with grade level. At the high school level, for example, one parent commented, “At this point, all I do is verbally review what’s due. Find out when a test is coming up. And sometimes try to help out on a missed math problem...But of course, we’ve always tried to reinforce what the girls were interested in, whether that was taking them to the de Young or to the bird rescue...they are very self-directed by now. We often learn things from them, rather than the other way around.”

The flexibility of scheduling that independent study allows also facilitates extra-curricular and vocational experiences for our students. Projects that require off-campus research and experience play an important part in our instruction. Extra-curricular interests and hobbies, ROP, job shadowing, volunteerism, and work experience all figure into many of our students’ lives. Many students satisfy requirements, pursue interests, and jump-start higher education with concurrent enrollment at Santa Rosa Junior College.

At the high school level, a plethora of options are available in the instruction of students. These range from academic classes, e.g., CORE Algebra, Algebra 1 and 2, Geometry, Language Arts—World Literature and American Literature, Chemistry, Biology, Spanish 1 and 2, to enrichment classes, e.g., Studio Art, Ceramics, World Cultures, Environmental Science, Forensics, Culinary and Hospitality, and Drama. Many classes are A-G approved. These classes employ a variety of instructional methods, including the Socratic method, Bloom’s Taxonomy, essay writing, class discussion, and oral/Powerpoint presentations, to name a few.

In grades K-12, teachers employ a variety of instruction techniques, both individually and in the classroom. First and foremost, however, we all have a strong commitment to high and clear expectations, which are expressed orally, in lesson plans, and through rubrics. We have an unwavering conviction that our students can meet our standards, and we utilize a variety of assessment tools to determine if that is the case. Our dedication to help students every step of the way is reinforced by our close collegial relationships and conversations, which our small school (approximately 200 students divided fairly equally between elementary and secondary grades) allows and facilitates.

OVS has endeavored to bring a greater exposure to technology to the classroom. Power-point presentations (both teacher and student) have increased, as well as the use of camera projection in instruction—updating this type of equipment has encouraged its use. Use of the computer in and for the classroom and study areas is encouraged. Our “homework hotline” is now fully functional and utilized as an resource not only to what is covered in class and homework, but also to a file cabinet containing work assignments that can be downloaded and printed. This year our school was able to purchase iPads for every staff member. Initial training has given us some departure points for use both individually and in the classroom. Our use of OdesseyWare and Moodle has increased our offering of online classes.

At the middle school level, students receive individual instruction from independent study teachers and parents, and group instruction in our on-campus classes. Sixth through eighth grade on-campus classes include core academic courses such as Science Lab, Writing, Pre-Algebra, Algebra 1, Spanish 1, and Historical Literature; and enrichment classes such as Art, Ceramics, and Drama. Core academic courses cover many of the California Content Standards, with the supervising teachers helping students meet remaining standards through independent study assignments.

At staff meetings we have discussed the need for greater math support for parents. Because many K-8 parents oversee math instruction for their students, we have observed what may be termed as a “loss of confidence” as math becomes more sophisticated, possibly exacerbated by the gap between parents’ memory of math expectations in their public school educations and the current, more rigorous standards taught today. We are considering ways that this information might be most efficiently delivered to our families.

As the academic content becomes more advanced in the middle school grades, instruction in core subjects shifts from the parents to the supervising and classroom teachers. Parent involvement is key in coordinating and managing the diverse mix of classes, independent study work, and extra-curricular activities. One parent characterized her role, saying, “I am steward of my daughter’s education. I pull together an eclectic offering of interest-led courses, programs, and classes, and also provide important instruction in non-academic areas.”

A key feature of instruction in the middle school grades is helping the student transition to managing their own independent study work at home. Teachers work with middle school students on time management, creation of a personal schedule, prioritizing work, and studying effectively.

In recent years we have integrated more technology into our middle school classes. The middle school science classes build and program robots with the Lego Mindstorm kits, wire and test small

solar panels that run model cars, use energy meters to compare energy consumption of appliances, and use graphing software to graph and analyze data. In the writing classes, students create pod casts, PowerPoint presentations, and use the Kuder Navigator website to evaluate their interests and explore careers.

In the elementary grades (K-5), all students are involved in challenging learning opportunities both through independent study assignments, as well as in on-site classes. Classes provided to our K-5 students include Integrated Studies, Garden Club, Art, Exploring Children's Literature, Science, Ceramics, Hands-on Science, Historical Literature, Writer's Workshop, and Drama. These classes explore a variety of instructional strategies to engage students and promote critical thinking, cooperative learning, communication skills, and the use of technology.

All students and parents, in conjunction with their supervising teachers, use the flexibility in scheduling to actively pursue educational experiences and off-campus projects and activities to enrich learning. Some of these experiences include, but are not limited to, volunteerism, team sports participation, dance, drama, music, horsemanship and art lessons, field trips to performances, museums and other multicultural events, and activities that further the depths of understanding and enrich instruction.

Parents and the supervising teacher work closely together to provide rich instruction with an assortment of techniques for the benefit of the pupil. Parents and students working with the supervising teacher have the unique opportunity to modify and adjust instruction in order to fulfill student learning needs and enhance educational experience. At OVS, standards-based curriculum is available for all grade levels, and students are encouraged to go above and beyond.

C2. To what extent do 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?

Orchard View supervising teachers wear a number of hats in their professional commitment to integrating standards- and core-based curriculum with the abundant learning opportunities in their students' homes and communities. Instruction reflects that multiplicity.

At the high school level, core curriculum at the independent level utilizes conventional reading and questions, discussion, review and remediation of graded material, graphic organizers, scaffolding at the office site, teacher-parent communication via email and phone, documenting of student progress and achievements, and facilitation of outside resources to serve the students' interests and abilities. 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. For example, in the last two years, we have updated our Spanish, chemistry, biology, and algebra textbooks, many of which have online tests, tutorials, and labs.

Independent study has also been enhanced by a number of online and computer courses. We are in ongoing exploration of the best online programs for use with our students. In the 2011-2012 school year, for example, we have mandated one teacher as our technology resource person, whose job it is to monitor the progress of students taking "classes" through OdysseyWare and Moodle. Her job is to provide oversight of each student, give technological support and

instruction (for which they receive technology credits), and to assess the merits of the program itself through student feedback, observation, and documentation. Staff members have also created their own online courses in poetry, art history, introductory and intermediate technology, and journalism/yearbook. The use of PowerPoints and podcasts are utilized in home study as well as on-site classes such as Media Studies. 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. Remediation for curriculum comes from a variety of technology sources, including the Khan Academy. In English class, all essays and questions for novels are required to be keyboarded, which in turn requires a familiarity with Microsoft Word or a similar word processing program. Utilizing the data from STAR scores in algebra, we have added an additional CORE Algebra class which can be taken a second year and employs a variety of hands-on techniques to increase algebra understanding. We have also created pre-algebra and algebra classes for seventh and eighth graders.

We employ a career resource through Sonoma County Office of Education called the Kuder Navigator, which offers a rich experience for students in their pursuit of career information, specific schools to meet their career goals, and scholarship resources, to name only a few. This supplements our yearly College Night offering facilitated by our high school counselor. This night also offers information on ROP resources—we have three students, for example, who participated in the environmental water resource program, who gave presentations about their activities.

Our science teachers also provide online labs to supplement the labs done in class. One marvelous addition to our campus has been the installation of solar paneling for electricity. We were the first school campus in California to provide a charging station for electrical vehicles. We have supplemented that status by also inviting both the installation company experts and electrical car owners to make presentations to our students concerning those “green” issues which is reinforced by an additional science offering: “Energy and the Environment”—a hands-on class that uses our campus as its laboratory. Another science offering, Forensics, also utilized not only textbook instruction but also labs designed to engage students in higher order thinking through the application of the scientific method to “crime scenes.”

Several of our faculty use the program Gradekeeper 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 abreast of requirements.

In addition to technology, students are encouraged to participate in the abundant learning opportunities outside the classroom or independent academic work. Some of these are generated from on-campus classes like the fractal project for Algebra 1 in which students had to understand fractals, create one of their own, and be able to write an equation and explain the mathematics behind their fractal drawing. It also includes volunteering for the Ceres Project which provides food (both preparation and delivery) for disabled Sonoma County residents or working to create a science project for the Orchard View K-12 Science fair. Global awareness has been raised through student involvement in the Interact Club, which has raised money for various global programs such as Heifer International. Volunteering also includes local Hospice work. Orchard View also has active recycling and composting programs which serve not only our campus (Orchard View and Apple Blossom), but also the community, providing recycling services to local events. Our

Garden Club helps maintain the OVS campus while learning about sustainable agriculture techniques. Students work and get Job Skills units for work in the community. These jobs range from assistant pastry chef, to retail sales, to office work and slinging burgers. One student was a dance instructor who participated in dance competitions at the state level.

The spine of our school is independent study. Each teacher strives to individualize the student's course of study to accommodate individual learning styles, modalities, abilities, and needs to help build a creative educated individual who is an effective communicator and contributing member of society. We use many techniques, including Bloom's Taxonomy and the Socratic method, during our student appointments. We assess student outcomes through student performance and demonstration of critical and creative thinking skills, effective communication, cultural awareness and success in time management and goal setting, as well as, feedback and surveys—from students, parents, and teachers, use of rubrics, tests, compliance with clearly written lesson plans, and satisfaction...from our students and ourselves. Like any diverse California school, our graduates have matriculated to jobs, the military, junior colleges, and four-year colleges and universities. We have had two National Merit Scholars in the last six years. 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. It also is conducive to long-term and cumulative instructions and assessment strategies. OVS keeps a wide variety of instructional materials, updated and appropriate, for use with our diverse student population.

Students in middle and high school math classes use computer graphing software and graphing calculators to graph and analyze equations and data sets. 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 on the molecular level.

The Sonoma County Office of Education just began offering ROP courses for middle school students in spring of 2012. Several of our students have already taken advantage of these free courses in auto mechanics, video technology and film making, graphic design, and culinary arts.

At the elementary and junior high level, curriculum for independent study follows the state standards, employing the use of various instructional methods including, graphic organizers, comprehension questions and answers, discussion, review, and project based activities.

Supervising teachers utilize a variety of instructional techniques to support higher level learning in independent study, such as scaffolding in classes—as well as independent study meetings, student observation, demonstration, the use of technology by means of a variety of sources (Kahn Academy, Oddyseyware, iPads, Web-based curriculum, on-line classes, on-line academic games, videos, and email). In addition, teachers will sometimes create small groups among the students on their caseloads in order to discuss and analyze literature, history, or science topics. Although Orchard View teachers are creative and resourceful, staff has expressed a desire to have greater collegial observation and sharing in order to expand all of our instructional strategies and further promote creative, critical thinking, and independent learning among our students.

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, answer and question sessions, one on one, as well as exposure to experts and guest speaker/presenters. In the K-1 Integrated class “Community Unit,” a local fire chief, sheriff deputy, and musician came to present, demonstrate and explore their roles and jobs in our community. Students had hands-on experience with each speaker, as well as a question/answer segment. Our Garden Club allows for weekly observation and hands-on experience of gardening. Students not only have the opportunity to learn about various plants, their uses, and what they need to grow successfully, but they learn about the various insect roles and upkeep to produce a healthy garden. 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. 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 Children’s Literature, the teacher facilitates discussion around student understanding, text prediction, comprehension, and literature analysis, to promote critical thinking skills.

Beyond the classroom, elementary students are highly encouraged to participate in diverse opportunities in the community and beyond. Students actively explore their talents and seek resources to expand their understanding and improve upon their experiences. Included in this are personal projects, volunteerism, family businesses, lessons in art, dance, drama, singing, music, participation in sports, and 4-H. Students have the opportunity to attend and participate in shows, presentations, and community activities. Some examples are performances at the Wells Fargo Center for the Arts, May Day Festivals, tours of the Waste Water Treatment Plant, visits to the Academy of Sciences in San Francisco, as well as the rides on the Skunk Train.

At the elementary and junior high level we have actively pursued the use of technology to enhance instruction as well as to deepen our students understanding. Many of the curricula used, such as California Math, Saxon Math, and Houghton Mifflin, are accompanied by websites that offer games to practice what has been taught and ideas for activity extensions. As previously mentioned, teachers recently were given iPads to use for instruction in class as well as with the independent study students. Some of the staff have had the opportunity to explore games and various teaching tools and apps on the iPads which will continue to be sought out for instructional assistance and student support. The Creative Writing course for the 4/5 has encouraged students and provided time and opportunity for them to type their stories and explore Microsoft Word and other word processing programs.

Parental support and involvement in instruction in grades K-5 is active but often guided by the supervising teacher. When asked, “Do you feel you have adequate instructional support?” one parent replied, “Yes, my supervising teacher is available quickly whether I call or e-mail. She discusses any concerns and is quick to offer plenty of suggestions to choose from, as well as secondary resources.”

Areas of strength for Standards-based Student Learning: Instruction (if any) that needs to be addressed to ensure quality education for all students

- One-on-one relationship between student and supervising teacher, allowing individualized instruction and flexibility, as well as a stabilizing influence

- Our staff brings a rich background of knowledge, experiences, and talents that they are then able to share through instruction with their students due to the small personal nature of our program
- Teachers, students, and parents at OVS go beyond the textbooks to facilitate and bring a variety of resources and opportunities to the K-12 students, all the while promoting success in higher order thinking and as active lifelong learners

Key Issues for Standards-based Student Learning: Instruction (if any) that needs to be addressed to ensure education for all students

- Greater math support for parents: because many K-8 parents oversee math instruction for their students, we have observed what may be termed as a “loss of confidence” as math becomes more sophisticated, possibly exacerbated by the gap between parents’ memory of math expectations in their public school educations and the current, more rigorous standards taught today.
- Greater collegial observation and sharing should be encouraged and planned in order to expand all our instructional strategies.

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

Interviews with faculty, parents, and students
 Observation
 Surveys of faculty, parents, students, and alumni
 Lesson plans (class and individual)
 Student working files
 Sample of student weekly schedule who participates in activities, classes, or a job in the community
 California State and Common Core Standards
 Photos, flyers, news articles, awards, and college applications
 Board-adopted textbooks
 Original documents, such as rubrics, and other teacher-generated classroom materials
 WASC self-study 2006-2007
The View—school newsletter
 Photos and videos of campus activities
 Surveying teachers about their classroom practices (bringing in professional guest speakers from medical, technological, and research fields in science classes)
 Student participation and membership in organized community service (Interact Club: wetlands restoration; food, clothing, and gift drive; fundraising for international relief projects. Ceres Project: cooking for families in need)

D. Standards-based Student Learning: Assessment and Accountability

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Orchard View asks all students to sit for annual tests, such as the STAR and CAHSEE, offering parents and shareholders standardized data of student performance. Students can also elect to participate in additional, voluntary assessments such as the PSAT, SAT, and AP exams. Individual scores are reported to each family and supervising teacher. Supervising teachers, parents, and students review each student's report and use them as one of the multiple measures for setting yearly goals and creating an outline of study for the coming year. Any student that falls within the basic or below basic levels in any subject is given an individual plan designed to address their needs in that area. Additionally, these score reports are analyzed by staff and administrators to determine any areas of need for the school as a whole reflecting our goal to create 21st century learners who meet or exceed the Common Core and California State Standards.

Annual standardized test scores from the STAR and pass rates for the CASHEE are shared publicly for comparison from previous performance within the school site, between school sites, and with other districts. They are presented at the monthly school board meeting, posted side-by-side with other schools in local newspapers (e.g.: *The Press Democrat*), on the district website (www.scoe.org), on the School Accountability Report Card (<http://www.scoe.org/pub/htdocs/reportcards.html>) and websites (e.g.: www.greatschools.org). This information allows all shareholders the opportunity to evaluate OVS performance along with others schools in the community.

Within the OVS community, teachers, parents, and students use STAR results as one measure of student progress. Supervising teachers also use individualized formative assessments such as chapter quizzes and unit tests from standards-aligned texts, interviews, oral presentations, and hands-on projects to monitor student progress throughout the year. Classroom teachers track attendance and student progress. This information is shared with supervising teachers so both supervising teachers and parents can stay informed. Progress reports are created by mid-semester if teachers have concerns about student performance. Teachers are in frequent communication with parents and the Orchard View co-directors to discuss student performance. Parents of high school students receive semester and end-of-year report cards. Teachers write annual evaluations for students in grades K-8.

D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning?

Teachers use multiple measures in a variety of modalities for ongoing formative and cumulative assessments. Evidence of student learning can be demonstrated through oral interviews (I), observations (O), and / or documentation (D) (samples of original student work). These three modalities are used across the curriculum at all grade levels and are consistent across the entire school.

Teachers report that they maintain rigor in a number of ways. Interviews are not based on broad questions (such as “Did you read the chapter?”) but subject-specific questions (such as “Tell me what you like most about the main character”) to assess if students have truly thought about the work they have done. Although this is difficult data to capture or document, one-on-one interviews and discussions between supervising teachers and their students are the heart of most formative assessment.

Art, visual displays, or experiential learning can be documented through photographs or videos so assessment can be flexible in manner, location, and modality. Students can also choose to give oral presentations, formal written reports, or workbook pages. Many textbooks have assessments online, so students can access these and complete them at their convenience. Results of online assessments can be emailed to supervising teachers for documentation.

Orchard View has a stated goal of helping students become critical thinkers who effectively analyze, interpret, and evaluate evidence, arguments, claims, and points of view. To meet this goal, classroom teachers use the Socratic method, Bloom’s taxonomy, the scientific method, structured debates, and a variety of activities that help students develop into critical thinkers who can analyze events from multiple perspectives.

Parents use supervising teachers as resources for creative assessment ideas. As evidenced during school-wide events, students have built physical models (e.g.: Southern Plantations, solar houses, trebuchets, castles), created videos of student performances, interview, and experiments. Technology has been woven across the curriculum in all areas of study. Student-created PowerPoints, podcasts, videos, blogs, wikis, websites, computer games, and digital art are shared with teachers on an informal basis.

D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

The heart of homestudy lies in individualized instruction. During their scheduled meetings, students are assessed for evidence of learning. If there is a gap in knowledge, a misunderstanding of content, or a desire to continue with deeper research about a particular topic, supervising teachers will take this into account when creating the next lesson plan. In essence, OVS supervising teachers are constantly modifying the learning process so it is fine-tuned for each student on their caseload. Teachers can re-assign work, adjust the pace of work, adjust the amount or type of work assigned, switch textbooks, use outside resources, ask students to attend extra help sessions, extend lessons to real-world applications, or vary the delivery of content (e.g.: from written textbook form to audio podcasts or visual media). Students also have access to both STAR preparatory and CAHSEE preparatory resources and pre-course evaluations that can be used to pinpoint needs in content comprehension.

Orchard View supports the development of students who are independent learners who can set goals and manage time effectively. If students are struggling to maintain the pace of enrichment classes at OVS, they have the option to drop the enrichment classes to work an independent pace. In addition, they have access to classes at Santa Rosa Junior College and can participate in AP exams. If a student is struggling, supervising teachers can ask for a Student Study Team Meeting that will bring together parents, teachers, co-directors, and additional support staff to help the

family create individualized goals and a workable plan for success at OVS. At the high school level, supervising teachers can adjust course loads proactively by advising students on the number of credits it is appropriate to take each term.

D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school wide learning results?

Orchard View enjoys the support of the superintendent, district board, and community at large. Currently, two OVS parents serve on the school board for the district which facilitates communication, monitoring, and support from the district. This support is further demonstrated through our full enrollment, strong attendance numbers, and high API scores.

Orchard View is the only high school in the district and serves a unique niche for students. Learning is highly personalized. As part of a philosophically diverse school district, we have contact and access to a variety of teaching methodologies to use when planning, carrying out, and assessing curriculum being used. Many OVS families have students in several schools in the district offering an open-line of communication between schools and a healthy exchange of ideas. If a particular philosophy isn't a perfect match, we can reach into another and customize each child's path to growth and success.

Meaningful assessment takes place during the student-teacher meetings. Monitoring of student progress takes place on-campus through ongoing communication between supervising teachers, contract teachers, parents, and students. Supervising teachers can access online samples of high school work to compare and monitor student progress throughout the year. Practice tests for standardized assessments such as STAR and CASHEE can give teachers insight into how well students are meeting the standards.

Additional support for a shared monitoring and assessment system could take place by creating a common planning time for teachers at OVS to share and compare student work on assessments, by creating shared, school-wide teacher-created rubrics for grade-level expectations, by engaging in workshops or shared projects with other local high schools, or by giving teachers guidance on how they can create an online professional learning community with other teachers who share their interests.

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected school-wide learning results drive the schools program, its regular evaluation and improvement and usage of resources?

"The state standards provide the skeleton for our academic year, and then we try to flesh out our studies with additional exploration." -*OVS parent*

All families receive the grade-level state standards at their initial meeting of the year. During this meeting, supervising teachers explain that state standards are the foundation for the curriculum and will guide the teacher's ideas for lesson planning throughout the year. Teachers meet with their students weekly, bimonthly or monthly so they are engaged in an ongoing dialogue with

parents and students about how to meet the state standards for each subject. The standards drive instruction, pacing, selection of resources, and adjustments to the lesson plans.

The expected school-wide goals are periodically reviewed and evaluated by all supervising teachers. These goals are published in the OVS handbook in the back of the OVS calendar. The school calendar is updated annually and presented at the initial meeting of the school year. Expected school-wide goals are also available to all parents through the school website. Homestudy empowers students by letting them have some control over how they will demonstrate subject-matter mastery. This process helps students become effective communicators who demonstrate independence in learning.

Teachers meet regularly, both formally and informally to exchange information, ideas, data, evaluations, and thoughts on how to improve all aspects of the school culture. Innovation and creativity is encouraged, as evidenced by the introduction of online resources such as Odysseyware, Moodle, and iPad2s to help teachers share data and ideas in a timely manner.

Areas of strength for Standards-based Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality of education for all students

- Parents, teachers, and students work collaboratively to study results from annual standardized tests such as STAR, CASHEE, PSAT, and SAT to make a plan of study
- High API scores
- Supervising teachers write annual evaluations for students in grades K-8 and semester report cards for students in grades 9-12
- Supervising teachers use multiple measures for both formative and cumulative assessments during one-on-one meetings with students
- Supervising teachers strive to ensure a good fit between assessment and student strengths / learning styles

Key issues for Standards-based Learning Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students

- Shared school-wide, teacher-created rubrics to create grade-level expectations for assignments and grading
- Time for staff to share resources for assessment and curricular ideas
- Workshops or shared projects with other local high schools
- Guidance to help teachers create online professional learning communities to share and exchange ideas on a common topic of interest

Important evidence about student learning from the self-study that supports these strengths and key issues include the following:

Student models on display

Student-led class activities

Staff meetings to share assessments and data

Socratic class discussions

Student-created podcasts, blogs, wikis, and PowerPoints

Student-created visual displays and posters

Videos of student performances, interviews, and experiments

Use of online textbook-based quizzes, tests, and assessments (in working files)

Student work portfolios (such as writing or poetry folders)
Use of end-of-year assessments (in working files)
Year-end evaluations
Student interviews, written feedback, and surveys
Parent interviews, written feedback, and surveys
Teacher interviews, written feedback, and surveys

E. School Culture and Support for Student Personal and Academic Growth

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

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 former independent study parents themselves, so there is a deep understanding of the process from the inside out.

Parents are provided with the state standards for each grade level. Materials aligned with state standards are issued to families for direct instruction and reference. 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 families choose independent study is the flexibility to actively participate in community educational opportunities. Orchard View welcomes families through the district Art and Garden Fair, has a float and booth at the Apple Blossom Festival, and has an Open House to showcase student 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 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 Orchard View School 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, 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. To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Orchard View School 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 Orchard View School, 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.”

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.

Because credentialed, supervising teachers 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.

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, Orchard View teachers strive to make sure every student is working at a level in accord with their potential.

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 student abilities and interest.

Orchard View School 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.

Orchard View School 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.

Orchard View School 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 To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

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 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 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 academic counselor monitors and supports students with transcript review and helps students/families identify their academic, vocational, and career goals.

E4. To what extent do students have access to a system of personal support services, activities, and opportunities at the school and within the community?

Students who face learning challenges or present signs that may prevent successful engagement to learning and independence are first referred to the Student Study Team. If deemed necessary, academic and psychological testing is completed. An individual plan for that student is then written and followed up on through SST or an IEP team.

Students who fall below proficient level in STAR examinations or high school students who fail the CAHSEE are provided with additional tutorial support through their supervising teacher, classes, and tutorials.

There are only two English Learners currently enrolled at OVS: one in grade 3, one in grade 11. They are both being given instruction in English in one-on-one settings with their supervising teachers and in classes. They are both expected to pass the CELDT in 2012-2013. The 11th grader

has parents with very limited English skills, so the teacher initiates contact through telephone calls directly to the house, home visits, and follows up in writing to keep communication clear. The teacher also taps into the knowledge of the parents and includes them in direct instruction in a particular subject. All of our instructors have CLAD and/or SDAIE certification.

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students

- Small school environment where students are treated as individuals
- Structures are in place to facilitate connection between school, parents and community
- Close relationships established between students, parents, and teachers
- Community liaisons available for students through teachers
- Individualized learning plans for each student
- Staff is well trained for emergency situations
- Active parent community

Key issues for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students

- Staff development and training to support college and career counseling
- Promote a culture of academic rigor while maintaining the integrity of the school's individualistic educational approach

Important evidence about student learning from the self-study that supports these strengths and key issues include the following:

Behavior guidelines

Orchard View School Handbook

Parent and student surveys

Teacher surveys

Disaster Preparedness Plan

Allergic Response Training Handbook

Student Study Team

The View Newsletter

Campus Development Committee Notes

Photographs of campus events

Community Involvement Board

Website: Homework Hotline

Advisory Board Meeting minutes

Bulletin board

Chapter Five

School-wide Action Plan

ORCHARD VIEW SCHOOL



Chapter Five

School-Wide Action Plan

School-Wide Action Plan Critical Need #1

Critical Need	Develop a plan to improve math skills at all grade levels.
Growth Target	2013-16 – 5% more students annually will score proficient or above in Algebra I and Algebra II on the CST. – Additional 5% more students will score proficient or above in Algebra I and Algebra II on the CST – 80 percent of all students identified annually as Far Below Basic or Below Basic will progress one performance level or more in math on the CST.
	Self-study findings, as evidenced by CST scores, teacher surveys, and parent surveys indicate a need to improve student achievement in math for all groups.
ESLRs Addressed	Educated Individuals, Critical Thinkers

Specific Steps	Responsible Parties	Timeline	Resources	Ways to Assess Progress	Reporting Methods
Identify FBB AND BB math students based on 2013 STAR tests or teacher observation. Develop individual remediation plans	Supervising Teachers	Fall 2013 and on-going	Provide staff meeting time for planning and collaboration	Teachers will conduct ongoing adaptive ongoing assessment	Written report of individual results
Expand math committee	Co-directors, supervising teachers, math class teachers	Fall 2013	Set aside time to create committee and clear expectations for committee work	Establishment of goals and timeline	Bi-annual report at staff meetings
Provide training and peer support to improve math instruction.	Math Committee Chairperson	Fall 2013	Peer tutors	Self-evaluation of teachers	Report back at staff meeting
Purchase and implement online adaptive assessment program	Co-directors	Fall 2013	Funding	Number of students being served	Staff evaluates program at staff meeting
Provide parents support and training with current math materials	Math Committee	Fall 2013	Math teachers, publisher representatives and materials	Parent participation and feedback	Math committee report, teacher feedback
Align all math curriculum to common core standards	Math Committee	Fall 2013 and ongoing	Sonoma County Office of Education; Time scheduled for committee meetings	Checklist comparing materials and methods to common core standards	Grade level inventory available to all teachers
Professional development in Common Core math	Supervising Teachers and Classroom Teachers	Fall 2014 and ongoing	Sonoma County Office of Education, online webinars,	Teacher-generated list of professional development	Disseminate information to staff

			supervising teachers	attended	
Increase on-campus and/or online support for K-8 math students	Math Committee and Online Coordinator	Fall 2014	New math teacher, expanded responsibilities of an existing teacher and/or online resources	List of new resources introduced	Class schedule, school website, online class list
Coordinate all online math resources, tutorials, and classes	Online Class Coordinator	Fall 2014	Pending funding	Utilization of online resources by students, teachers, and parents	Feedback from supervising teachers and math class teachers
Coordinate all MARS math activities	Math Committee	Fall 2014	Sonoma County Office of Education, online resources	Syllabus for each grade level with MARS activities integrated	Report from teachers on number of MARS activities completed

School-Wide Action Plan Critical Need #2

Critical Need	Develop resources that link to job skills, career education, and support for students who are entering the 21 st Century workforce.
Growth Target	2013-14 – 100% of students in grades 8 and higher will have met with a college and career counselor 2014-15 – 2015-16 – 100% of OVS high school students will complete career education requirements
Rationale	Self-study finding as evidenced by teacher reporting and parent feedback.
ESLRs Addressed	Effective Communicators, Contributing Members of Society

Specific Steps	Responsible Parties	Timeline	Resources	Ways to Assess Progress	Reporting Methods
Encourage more participation in ROP, SCOE, and community programs for job skill development	Counselor, Career Committee, and Supervising Teachers	Fall 2013	Create a 1-page summary of information about ROP/ SCOE and other community resources	Tally of students participating in these programs, and number of credits earned through programs	Supervising Teacher feedback to the Career Committee during staff meeting
Write semester-long plans for use of Kuder Navigator and Typing Pal	Career Committee	Fall 2013	Access to Kuder Navigator and Typing Pal	Observe integration of Kuder Navigator and Typing Pal into lesson plans	Display of student resumes, inventories taken
Explore career class electives that can be provided on the OVS campus	Career Committee	Spring 2014	List of career-related classes offered at other high schools, Collaborative meeting time	Selection of 2-3 electives and teachers	Report back at staff meeting, new electives on Fall 2014 schedule
Establish Pathways to job training through concurrent enrollment at SRJC	Counselor and Career Committee	Spring 2014	Common meeting time for committee and counselor	Pathways distributed to all high school teachers. Number of student participants.	Use of checklist in working files of all high school students
Develop course description and requirements for career/vocational homestudy electives	Curriculum committee	Fall 2014 –Spring 2016	Time to meet, use of online resources to gather information	Creation of materials	Course descriptions available to teachers in OVS office

Specific Steps	Responsible Parties	Timeline	Resources	Ways to Assess Progress	Reporting Methods
Evaluate need for a 4-year career / college portfolio with culminating project	Career Committee	Fall 2014	Books, access to websites, or other resources related to needs for entry-level job skills	Decision about project and creation of project parameters	Either use of a 4-year plan / senior project or alternate path to address this need
Develop career/vocational curriculum for graduation requirements	Career Committee	Spring 2015	Time to meet, use of online resources to gather information about requirements or models from other programs	Production of list of requirements, required course sequence, checklist of items needed for graduation portfolio or other	Presentation of findings at staff meeting
Provide more parent and student outreach	Counselor, Career Committee, and Co-directors	Fall 2014	Funding	Number of parent nights, events, or meetings	Log of time spent or calendar of events

Appendix A

ORCHARD VIEW SCHOOL



Appendix B

ORCHARD VIEW SCHOOL

