

VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

HORIZON CHARTER SCHOOL

2800 Nicolaus Road, Suite 200, Lincoln, California 95648

Western Placer Unified School District

March 4-7, 2018

Visiting Committee Members

Mrs. Karen Anderson, Chairperson
Biology Teacher/Assistant Principal, Tracy High School, Retired

Ms. Eleanor Klemesrud,
Teacher, Long Valley Charter School, Doyle

Mrs. Cara Larson
Teacher, Visions in Education, Carmichael

Mr. J. Orellana
Math Teacher, Anderson New Technology High, Anderson

Ms. Teresa Perez
Advisory Teacher/Counselor, Hart-Ransom Academic Charter School

Mr. Al Seyford
Associate Director, Vista Oaks Charter School, Lodi

Preface

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

The Self-Study was shared with stakeholders. Surveys were collected from students, staff, and parents. The staff worked to complete requirements of the WASC process and used video conferencing between the Roseville and Lincoln sites. Teachers were asked to be on Focus Groups but for the most part only participated as members of the Home Groups due to contractual guidelines. Parents on the Board reviewed the Self-Study, but parents did not have an active role in writing the Focus Group reports. The Focus Groups consisted mainly of administrators or classified staff with only two to three teachers on each group. The Leadership Team also consisted mostly of the administrators of the school. The WASC guidelines indicate that all stakeholders are to be proportionally represented as part of the WASC review and Self-Study development via Home Groups and Focus Groups. Teachers, parents, and students need to have increased involvement in the WASC process.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)

Connections to lessons and assessment of the Student Learner Outcomes are used across the curriculum. The staff is aware of the importance of the Student Learner Outcomes. The school used i-Ready and State Standardized Tests to assess student success.

3. The gathering and analyzing of data about students and student achievement

Focus Groups gathered data through the Self-Study process. Surveys of staff, students, and parents also provided the Focus Groups and leadership team with additional useful information. There is a need for the staff to continue to determine the effectiveness of curriculum and how it relates to California Common Core State Standards and student outcome data, then use the data to design curriculum to challenge each student to complete a-g requirements and be prepared for post secondary opportunities. Post graduate data will provide an additional source of data to strengthen the effectiveness of the program.

4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria

The school's recommended curricula are standards aligned. Additionally, each course has Key Assignments that address Common Core State Standards. The school utilizes several instructional modalities, which leverages technology. Project based learning occurs in Personalized Learning Project, CTE Pathways course, and as assigned by STs. Students are able to pursue Visual and Performing Arts courses through outside vendors and Advanced Education through community college.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

The administration and staff met during collaboration time as they prepared the Self-Study and identified growth areas to focus on to support student learning and identified the following areas:

- Students will demonstrate academic excellence that meets or exceeds California Common Core State Standards for English Language Arts as demonstrated by multiple measures.

- Increase Proficiency in Mathematics.
- Students will be prepared for success in college and career.
- Students will have increased access to technology and proficiency in 21st Century Skills.
- Students will experience increased success, safety, and health by strengthening family and community engagement.

The Visiting Committee met with the Leadership Team on Wednesday morning and presented “Critical Areas for Follow-up” to them. The Leadership Team amended the school’s action plan to address each of the “Critical Areas for Follow-up”.

● **Include a copy of the school’s schoolwide learner outcomes.**

1. Demonstrate reading, writing, mathematics, history, and science content understanding that meets or exceeds the Common Core State Standards. Effective use of technology, project-based learning, and the integration of critical thinking strategies are essential components woven throughout all content areas.

a. Reading/Language Arts

Demonstrate understanding of reading, writing, written and oral English language conventions, and listening and speaking within a balanced and comprehensive language arts program.

b. Math

Demonstrate understanding of mathematical concepts in the elementary and middle grades, as described by the Common Core content standards, through the application of the standards for mathematical practice.

c. Social Studies

Demonstrate knowledge, understanding, and comprehension of the political process, and awareness of people, cultures, events, and movements in history and contemporary society.

d. Science

Demonstrate an understanding of earth, life, and physical sciences through subject matter study as well as the application of the scientific method through investigation and experimentation.

2. Pursue their own special interests and talents while challenging and improving their abilities in the following areas:

- a. Effective use of technology.
- b. Problem solving, reasoning and critical thinking strategies.
- c. Visual and performing arts.

Chapter I: Progress Report

Since the last self-study:

- **Comments on the school's major changes and follow-up process.**

Major Changes Since 2011

- **Increased Student Instructional Support.**
Master Schedule of classes that include Virtual Learning Instruction to increase access to educational support services.
Added Math Intervention to support the 2-year algebra course.
Added Virtual Learning Instruction for student to pursue a General Education (GE)
- **AESS/Excel Services**
Excel restructured to increase the number of teachers serving the Excel population, however program eliminated at the end of the 2014-15 school year.
During the 2016-17 school year, staff began to investigate a credit recovery program and added new support and CTE/Elective courses.
LCAP goals reflect the need to address students who enroll as credit deficient.
Staff currently is looking at curriculum to support topics such as time management, plagiarism, basic technology skills, etc. to better prepare students entering high school.
- **Addition of General Education Core Academic Course Offerings**

To meet a student population who need to pursue a career and/or community college pathway, course offerings were amended to include General Education support.
Teachers modified instructional delivery for all courses at the Roseville Learning Center.
Resources are allocated to develop comprehensive math, ELA, science, and history classes.
- **Professional Development Plan Developed, Board Approved and Implemented During the 2015-16 School Year**

First comprehensive Professional Development Plan developed and implemented during the 2015-16 school year.
The school uses a 'trainer of trainers' model.
Three in-service days added to school calendar used to implement the schoolwide professional development plan that included training for classified, certificated, parents, and administration.
- **Increased Contract Programs/Enrichment Offerings at the Learning Center**

Increased enrichment offerings to support students and parents to build connections within the school community, support student special interests, and develop connections between the school and home learning environment.
The Hub was created to improve access to vendors and offerings.
In 2017-18, a new position was created to support and expand the Contract Program offerings and improve the process to add new vendors.
2017 vendor application was revised and a checklist created to ensure consistency of vendor programs.
Increased student enrollment led to space availability issues.
- **Established an English Language Advisory Committee (ELAC)**
Launched during the 2015-16 school year.
- **Implement New Common Core Support Services (CCSS)-Aligned Assessments**

The school purchased an online diagnostic and instruction tool called *i-Ready Diagnostic and Instruction* and piloted it in 2012 to determine its effectiveness with the independent study model. The success of the pilot resulted in its schoolwide purchase and implementation and is aligned with CCSS math and reading. The program was fully implemented during the 2015-16 school year as universal screening for Math and Reading.

- **Revise the Response to Instruction and Intervention (RtI²) Schoolwide Plan**

Developed additional interventions programs
In 2016-17, an MTSS coordinator was hired.

- **Recommended English Language Development (ELD) Curriculum Selected**

Piloted online ELD curriculum and provided teacher training
In Spring 2016, an ELD Coordinator was hired.

- **Increased Participation for CAASPP Testing**

Changes include: streamlining the test registration process; improving communication regarding new testing locations; expanding teacher training; renting facilities in multiple locations for easier access for parents; creating talking points for Supervising Teachers to talk with reluctant parents and get signatures from opt-out parents (2015-16); and increasing/expanding collaboration among multiple departments (IT, Maintenance) to improve the testing experience.

- **Improved Collaboration Between General Education and Special Education Through the Use of a Newly Adopted Collaborative Reporting Tool**

Use of Google Docs to improve collaboration, real-time updates and virtual participation.

- **Highly Qualified Teacher (HQT) Training and Accountability to Ensure the Integrity of a-g Course Implementation**

Department heads for all departments
a-g teachers attend professional development on curriculum updates and Learning Management System information.

- **Increased Multiple Measures of Schoolwide Assessment and Data to Include Common Assessments in Every Grade Level**

i-Ready for math and reading
K-8 students complete a writing performance task.
K-12 complete reading evaluations.
9-12 grade specific common writing alignments in English courses

- **Change in Executive and Administrative levels**

New Superintendent/CEO
New Assistant Superintendent of Educational Services
New Director of Curriculum, Director of Special Education, director of Operations, Director of Business, Director of online Learning and Educational Technology
Regional Administrators to monitor academic achievement for each region
Three full-time counselors hired and increased student services and support
Department Heads established
Principals to oversee two separate Learning Centers
Several new Teacher on Special Assignment positions

- **New Organizational Charts**

Schoolwide Professional Development Plan
Staff-focused Academic Calendar and a parent/student calendar available

- **Increased Communication across the school.**

School Website (HUB)

- **Parent Liaison**

New position Parent Liaison to get information to parents through a variety of sources.
Build parent networking meetings
Parent professional development training

- **Parent Educator**

Presents monthly workshops for families

- **Increase in Student Instructional Funding**

Board approved instructional funding for all students.

WASC Process

In October 2014, the Student Learning Goals were updated to reflect the Common Core State Standards. The staff worked on WASC and LCAP goals and a list of priorities emerged to address continued student academic growth and success. Surveys were distributed and summarized as areas of need evolved.

Several staff members attended WASC training in 2016. The process used by the school to meet WASC requirements involved administrators taking the lead roles and Focus Group leader roles. Teachers were home group members and provided information related to WASC Criteria and Prompts, and were only used for Focus Groups if they wanted to be in the group. Two or three teachers served on each Focus Group out of a total of 130 teachers. Input from home groups was used by the Focus Groups as input into the final reports. Focus Groups supplied information and data to the Self-Study Coordinator who compiled the information. Draft reports were shared with all stakeholders. Goals were confirmed through an all school community survey to ensure that overall the school community agreed on the areas of strength and growth. Focus Groups identified Action Plan areas.

- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

2011 WASC Visit

Critical Area of Need #1: The primary and most important area for follow-up and growth is for instructional development and improvement. The obvious need for administrative reorganization and staff development for improving instruction is apparent throughout the system. The lack of emphasis on instructional development and improvement, while common, must be addressed “from top to bottom” and system-wide.

- Several leadership changes since the 2011 WASC visit
- Changes focused on improving instruction strategies and leadership.
- Increase in number of staff training opportunities
- Adopted Common Core State Standards in the 2014-15 school year
- Achievement data in math and ELA led to instructional strategies to support CCSS that included supplemental projects.

- New a-g course offerings
- Offered online and Learning Center Courses

Critical Area of Need #2: The school needs to provide — by providing careful but appropriate budgeting management with the ability to increase time/opportunity for all staff — access to additional quality professional development.

- Professional development that included webinars and staff training
- Created an ongoing 3-year Local Control Accountability Plan
- Increased time for professional development and collaboration
- The school used the one-time CCSS implementation money by breaking it into 25% to professional development, 25% to Common Core math-aligned curriculum, and 50% to technology.
- As part of the IEP process, the school instituted medical billing as reimbursement for services.
- Received funding from Microsoft California Education Technology K-12 Voucher Program in 2014 to purchase Microsoft Office Suite for all students and staff

Critical Area of Need #3: A very significant — as demonstrated by this oft-repeated theme — need exists for “more targeted and professional development” for teachers and parents, particularly in intervention planning and prevention. Teachers also need to have professional development and collaboration time to develop a plan for and strategies to address key learning issues in EL and SED (socially economic disadvantaged) students.

- School plan developed - Response to Instruction and Intervention - to support all students
- The Response to Instruction and Intervention plan includes EL and SPED students.
- Laptops for all students
- Use of i-Ready and GoMath offered through the Learning Centers
- Guidance Department College Readiness program
- 8th Grade Orientation program
- Teacher trainings and collaboration throughout the school year - some include parents and students
- Online learning used for teacher training
- Required safety course for each staff member
- Members of the staff attend conferences, trainings, workshops, and webinars.

Critical Area of Need #4: Time and consideration for analyzing and application of assessment data must be attended to, with the goal of improving instruction for all staff.

- Assessment Department sends regular updates to share data.
- Surveys are used to gather information regarding needed school improvement.
- Hired a Director of Curriculum, Instruction & Professional Learning and an Assessment Director
- i-Ready purchased and implemented and staff received training to analyze data and administer program

Critical Area of Need #5: In the realm “School Culture and Support for Student Personal and Academic Growth,” a comprehensive review of program, services, and strategies needs to be undertaken; the goal must be to provide more and better-targeted services to a wider, diverse body and school community.

- School webpage (Hub), used to share information, assignments, announcements, and teacher information
- Student access to online curriculum

- The use of schoolwide newsletters, the new school marketing website, Podcasts, YouTube, Facebook, and schoolwide message service, up-to-date information and resources are provided to the whole school community.
- Regional parent events, monthly school update meetings, monthly teacher and administrator meetings, and Board presentations provide additional information.
- Regular use of surveys

2015 WASC 3-Year Term Visit

Critical Area of Need #1: Horizon is a large, multi-campus, set of programs. Its many successes and accomplishments need to be shared and highlighted throughout.

- Celebrate successes during staff meetings
- Scholarship ceremonies

Critical Area of Need #2: Establishing a parent support group would benefit all students and their families. As the school continues to seek ways to better serve its community and its students, providing instructional and guidance services will be primary, but assistance throughout for the parents and school community will be of great importance.

- Parents participate on several committees.
- Parent Liaison
- New position of Parent Educator to work with parents

Critical Area of Need #3: With the continual demands of Common Core and other pertinent mandates, continued development of an assessment program is important. The VC believes that the school has done a good job of dealing with the many facets involved; however, a comprehensive, long-term assessment plan will pay significant benefits.

- i-Ready assessment program throughout school
- Key Assignments to reflect standards
- Completion of key assignments required of all students
- Assessment support for ST's in home groups (meetings)

Critical Area of Need #4: Continued focus on Professional Staff Development is essential in today's educational world. This must be a continuing priority and it is important that it is comprehensive and long-term.

- Professional Development Plan developed in 2015 and updated in the 2017-18 school year.
- Increased Professional Development opportunities for all stakeholders.

Critical Area of Need #5: A long-term finance plan is also important to Horizon. Its current surplus is notable and a compressive, well thought-out plan to meet future needs would benefit everyone in the organization.

- Finance Plan based on the LCAP

Chapter II: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- **Brief description of the students and community served by the school.**

Horizon Charter Schools was established in 1993 and is chartered through the sponsoring district, Western Placer Unified School District. In June 2013, Horizon’s charter was renewed for 5 years and serves approximately 1,400 students in grades Transitional Kindergarten through grade 12. Students reside within 6 counties: Placer, Nevada, Sutter, Yuba, Sacramento, and El Dorado and provides students and parents a variety of instructional choices including independent study, homeschooling/study, distance learning/virtual learning instruction, and learning center class opportunities. In collaboration with a credentialed Supervising Teacher, parents have the opportunity to develop personalized learning plans for their students.

The Administrative offices and Curriculum Resource Center (CRC) are located in Lincoln, California. The CRC houses school-recommended, standards-based curricula, along with additional curricular options from which families may choose when personalizing their child’s educational plan.

The school started as an option for parents who wanted to homeschool their children and were willing and able to serve as the primary educational facilitator and for students who have not been successful in a traditional educational setting and are looking for an alternative learning environment.

The school has two locations, Roseville Learning Center and Lincoln, as well as several other geographical facilities that are hubs for independent student resources. Teachers meet with their students at various locations covering six counties.

WASC History

The school’s last WASC accreditation visit was in November 2011 and received a 3-Year Term status of accreditation. An additional three years of accreditation was extended during a WASC visit in 2015. The Student Learning Goals were updated in 2014. The staff worked to tie the WASC plan with the LCAP and is reviewed monthly to monitor school goals.

Enrollment

Student enrollment has remained constant during the past three years, with kindergarten close to doubling in size, but fewer at grades 11 and 12.

Year	Grade TK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
2014-15		47	66	74	100	87	91	90	92	97	92	116	157	239	1348
2015-16	16	65	74	67	79	101	90	100	83	106	103	114	144	195	1337
2016-17	16	76	86	97	77	95	105	100	111	88	94	118	120	172	1355

The school for the most part serves a White student population.

Ethnicity	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Am. Indian or Alaska Native	22	24	19	16	5	20
Asian	26	25	20	26	21	27
Black or African Am.	52	52	66	53	48	78
Filipino	10	8	7	10	10	21
Hispanic or Latino	178	188	181	169	198	123
Native Hawaiian or Pac. Islander	10	14	10	10	5	11
None Reported	36	36	36	50	48	45
Two or More Races	1	0	0	1	107	2
White	1093	997	970	1013	898	1028

Special Education Enrollment

The number of Special Education Students has remained constant over the past four years.

Special Education Enrollment Numbers	2014-15	2015-16	2016-17
	171	169	161

Socioeconomic Data

The percentage of socioeconomic students has dropped over the past four years from 61.5 percent down to 42 percent, however the number of students has also changed from 805 in 2013-14 to 571 in 2016-17.

Socioeconomic students		
Year	Number	% identified by NSLP
2013-14	805	61.50%
2014-15	794	58.90%
2015-16	597	44.60%
2016-17	571	42%

School's analysis of student achievement data (e.g., AYP, API, AP, college SAT, graduation rates, and program improvement status)

- Advanced Placement - The school has significantly increased its AP offerings going from zero to six over a three year span. Twenty-three students took the AP exam over the three year period with fifteen of them passing with a score of 3 or better (65% success rate). The school has encouraged participation by offering to pay for each student's first exam.
- College Readiness Exam - Participation in the PSAT, SAT, and ACT has fluctuated with overall participation low relative to the number of students. The PSAT 10 was offered in 2015-16 with thirteen students participating. The test was no longer offered onsite due low numbers. Eighty-seven students have taken either the ACT or SAT over the past three years peaking in 2015-2016 with forty-four students participating. Students are encouraged to take the PSAT, SAT and ACT at neighboring schools.
- Graduation Rate - Graduation rate remains an issue. The percentage is trending upward over a three year period with a slight dip in between (62.1% in 2013-2014; 59.5% in 2014-2015; 66.2% in 2015-16; Data not available for 2016-17 at the time of this report).

Advanced Placement	2014-15	2015-16	2016-17
Horizon participation rates: Schoolwide	0 AP courses offered # students taking test: 11 # passing with a score of 3 or better: 9	5 AP Courses / 2.5% participation # students taking test: 2 # passing with a score of 3 or better: 1	6 AP Courses / 5% participation # students taking test: 11 # passing with a score of 3 or better: 5

There has been a decreasing trend in the PSAT/SAT/ACT testing participation, over the past three years.

PSAT/SAT/ACT

PSAT / SAT / ACT	2014-15	2015-16	2016-17
Horizon participation rates: Schoolwide	PSAT 10: not offered PSAT: 9 SAT: 16 ACT: 13	PSAT 10: 13 PSAT: 17 SAT: 35 ACT: 9	PSAT 10: not offered PSAT: 12 SAT: 5 ACT: 9

a-g Completion Rates/CTE Enrollment

The school indicated that the student a-g completion rate has continued to increase with more students attending 4-year institutions. Many students participate in a-g courses without completing the 15 course sequence and go on to community college. In 2015-16, 75% of students had a 4-year Course Plan prepared by a Guidance Counselor. In 2016-17, 100% of all new enrollments received a Course Plan and all 2017-18 Course Plans will offer both CTE and a-g Pathway options for all students.

Graduation Rates

Students are required to complete a total of 230 units to graduate, including English (40), Math (20), World History (10 units), U.S. History (10 units), Economics (5 units), American Government (5 units), Life Science (10 units), Physical Science (10 units), either foreign language (10 units) or Visual and Performing Arts (10 units), PE(20), Health (5), Computers (5), PLP (10), and Electives (60).

In addition to the core graduation requirements, CTE Pathways in Business Management, Engineering Technology, Food Service & Hospitality, Public & Community Health, or Software & Systems Development are also offered.

Year	Grad. Rate	Year	Grad. Rate	Year	Grad. Rate
2013-14	62.1%	2014-15	59.5%	2015-16	66.2%

Analysis of CAASPP

Of note, the participation rate for both 2014-15 and 2015-16 state testing was not met.

From 2015-2016 to 2016-2017, the school’s CAASPP ELA scores for grades 3rd through 8th maintained overall (decline of 0.6 points). Amongst subgroups, three of the four (socioeconomically disadvantaged, students with disabilities, and hispanic students) either “declined” or “declined significantly.”

From 2015-2016 to 2016-2017, the school’s CAASPP Math scores for grades 3rd through 8th also maintained overall (increasing 2.4 points). Three of the four subgroups maintained while the Hispanic subgroup “increased” by 10.8 points.

The school’s College/Career Assessment Report showed a decline of 7.5 points in ELA and an increase of 15.5 point for Math.

- **Other pertinent data**

Attendance Rates

Average Daily Attendance (ADA):

Year	ADA at P-2	Year	ADA at P-2	Year	ADA at P-2
2013-14	1,377.15	2014-15	1,341.01 at P-2	2016-17	1,343.63 ADA at P-2

Student Dropout Rates

Middle School Dropout Rate:

Year	Data	Year	Data	Year	Data
2013-14	2% (4/182 MS enrollment by CDE report)	2014-15	2% (4/189 MS enrollment by CDE report)	2016-17	Not yet available — pending state data release

High School Dropout Rate:

Year	Data	Year	Data	Year	Data
2013-14	6.3% (previously incorrectly reported as 2014-15 baseline data)	2014-15	4.8% (Data Quest Adjusted Annual)	2016-17	Not yet available — pending state data release

EL/CELDT

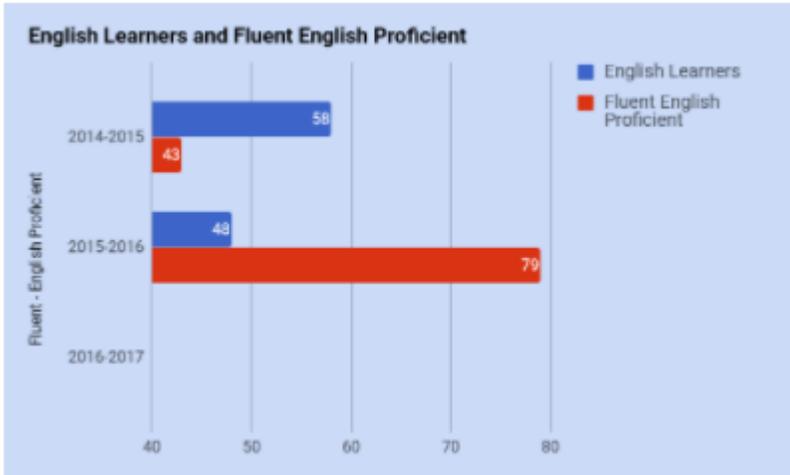
An ELD Coordinator position was created in spring 2016. The EL Coordinator, in conjunction with the directors of Curriculum and Instruction and Assessment and Operations, developed an EL Program timeline of tasks to support English Learners. Parents are notified of the student EL status, CELDT/ELPAC assessments, monitoring of student progress, and ELAC meetings, among others.

For English Learners in grades 4-12, designated ELD was purchased for the 2016-17 school year and is provided through the web-based program *ESL Reading Smart*. This program provides online diagnostic assessments which place students at the appropriate English instructional level and assessment results.

The program was piloted from October 2016 to April 2017; 53 students out of 136 (39%) ELs actively engaged in *ESL Reading Smart*. Based on this data, the contract with *ESL Reading Smart* was renewed with plans to be evaluated again at the end of the 2017-18 school year.

For ELs in grades TK-3, in 2016-17 web-based programs were researched. A pilot of a program called *Reading Eggs* took place in spring 2017. Positive student growth data, as well as positive feedback about the program itself, led to the purchase of the program and launched schoolwide in fall 2017.

English Learners	Number	%
2014-15	58	4.30%
2015-16	48	3.60%
2016-17	62	4.60%



Staff

Horizon employs 120 Certificated Teaching Staff – RSP, ST, LC/VLI Administrators (17) include Superintendent, Assistant Superintendents, Directors, Parent Liaison, Parent Educator, IT Administrator.

Most Administrators and Teachers work for both Horizon and Partnerships for Student Centered Learning. Partnerships is a smaller school so they report a 65% Horizon 35% Partnerships split on the LCAP reporting and for some budgeting purposes.

Teacher Credentialing

Teachers are required to have a Multiple Subject Credential or a Single Subject Credential. All Special Education teachers have mild/moderate or moderate/severe credentials. The teaching staff are all appropriately credentialed and teaching within their areas of qualification.

Administrative Credentialing

It was reported to the team that all administrators have an administrative credential.

Staff Ethnicity

The staff ethnicity are predominately White.

Programs for Students

College Readiness Program (e.g. PSAT, SAT, ACT, AP)
n2y for K-12 students on a certificated track
Web-based ELD Program to help RFEP students
i-Ready online Intervention program
Multi Tiered Support System (MTSS)
Reading Eggs for TK-3
Reading Smart for 4-8

School Safety Plan

The school provides annual safety training for all staff, as per required guidelines. A safety binder is kept at the Learning Center and safety is monitored by the Regional Administrator/Principal. A drill log is kept on site. Administration was trained in the development and revision of safety plans.

Mental Health and Safety and Suicide Prevention training was presented to administrators and certificated staff. Board Policy has been adopted.

The Readiness and Emergency Plan School and Classroom Guide contains instructions for staff and students in the event of immediate emergency.

Facilities and Classrooms

The school is an independent study non classroom based charter. There are two facilities in Lincoln: The District/Administrative offices and the CRC - Curriculum Resources Center/Warehouse.

Two additional facilities are currently located in Roseville: The Roseville Learning Center (where students have access to classes that enrich their independent study/homeschool experience) and a facility on Cirby Way (where students with an IEP can receive services intermittently throughout the week or as written in their IEP).

Co-curricular and Extracurricular Programs

Co-curricular and extracurricular activities are through vendors and field trips. Horizon offers a variety of academic enrichment activities for students to explore.

- **Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.**

Critical learner needs are appropriately linked to schoolwide learners outcomes. LCAP goals mirror the identified WASC Critical Learner Needs. Data below shows an overall increase in each of their specified goals.

<p>Goal 1, AMO 1.1 Number of students reading at/above grade level at the start of the year will increase</p>	<p>From 2014-15 (baseline year) to 2017-18, the # of students reading at or above grade level increased from 49.8% to 54%</p>
<p>Goal 2, AMO 2.1 Number of students in math at/above grade level at the start of the year will increase.</p>	<p>From 2014-15 (baseline year) to 2016-17, the # of students in Math a or above grade level decreased from 74% to 62%. However, beginning in 2016-17, high school students at grade level were not required to take the assessment.</p>
<p>Goal 1, AMO 1.3 Number of students using i-Ready reading instruction during school year will increase.</p>	<p>From 2014-15 (baseline year) to 2016-17, the # of students using i-Ready for reading increased 27% to 53%. However, in 2014-15, partner school's data was included.</p>
<p>Goal 2, AMO 2.3 Number of students using i-Ready math instruction during school year will increase</p>	<p>From 2014-15 (baseline year) to 2016-17, the # of students using i-Ready for math increased from 36% to 55%. However, in 2014-15, partner school's data was included.</p>

- **Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.**
 - Support for student success by the entire staff
 - An atmosphere of respect between the students and staff
 - An opportunity for every student to experience success

Chapter III: Quality of the School's Program

Based on the school's self-study and visiting committee findings, for each criterion in the following categories:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion -

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

To what extent is the school's purpose supported by the governing board and the district LCAP further defined by schoolwide learner outcomes and the academic standards?

INDICATORS:

Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

As a result of a stakeholder survey and to reflect the change to Common Core State Standards, the previously named Board ENDS were changed to Student Learning Goals. The LCAP, WASC and Student Learning Goals are all aligned and are a focus for all staff related to student learning and goals. Yearly staff reviews focus on the progress of these goals using state and local testing data. Based on these reviews, actions are put into place or maintained for the upcoming year. Since the overall community profile is derived from several sources, programming decisions are based on demographic data such as socio-economic and homeless/foster status.

Each year, English Language Learners are monitored and reclassified as needed. Additionally, the teaching community benefited from professional development. All staff make providing college and career readiness services to the students a priority. For example, Supervisory Teachers (ST) work with seniors on their Personalized Learning Project which are presented before the staff. Additionally, ST's and the Guidance Department counsel high school students on a-g requirements and CTE pathways.

There are now three Guidance Counselors who provide all stakeholders with information on the school Hub and hold an annual college fair which is growing in participants. The Guidance Department has a strong desire to meet each student where they are and create the best plan possible for their future goals. Beyond the Hub and College and Career fair, the counselors disseminate a wealth of information through a variety of channels. They are looking for ways to increase parent participation, creating live virtual meetings, as an example.

Students at the learning centers are being instructed in the Student Learning Goals and standards which are posted and referred to in the classroom as well as on bulletin boards at the centers with student work.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Effort is being made to engage all school representatives largely through Stakeholder Surveys. Based on the results, changes may be made in order to meet the goals. Parent meetings include presentation of the school's vision and mission and feedback is requested. Student Learning Goals, previously Board ENDS, were changed based on survey data. Progress on the Student Learning Goals is provided to the Governing Board in yearly reports along with LCAP which is supported throughout the year. Student presentations, in alignment with the Student Learning Goals, are given at Governing Board meetings. Everything goes to the Board for approval. This summer, administration will be re-evaluating what should be presented to Board for approval. Staff meetings include updates on LCAP goals and progress and shared feedback is given at that time. Consensus is that stakeholders have never been more informed than now. The Teacher Leadership Team meets monthly as a vehicle of communication between teachers who raise key issues to discuss.

Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

The school uses various modes to communicate to their stakeholders regarding it's vision, mission and Student Learning Goals. For example, information and training are provided in monthly staff meetings as well as access for all stakeholders to processes and procedures through email and the Hub. Stakeholders are additionally invited to various events held throughout the region such as Eagle's Nest meetings which encompass Student Learning Goals, LCAP and student presentations. Other events open to all stakeholders are Back to School, 8th Grade Orientation, Career and College Workshops, CAASPP and Student Celebrations. The schoolwide Parent/Student Handbook, which includes information about the school's mission and vision, is provided to all families every year. Also included are the Student Learning Goals, expectations for parents and students, and information on planning for college and career readiness. Parents must provide proof of receipt of the Handbook. Each student has access to a Guidance Counselor who discusses a 4 year-graduation plan and future planning. After deliberation of need by teacher, parent, student and regional administrator, there is an option of Additional Educational Support Services (AESS) for students who need additional support. Those students needing additional support are placed in Tier 2 and monitored through Multi-Tiered Systems of Supports (MTSS). Staff is committed as demonstrated by the 10 year average of service.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for 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 monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

INDICATORS:

Governing Board and District Administration: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

The current Governing Board is taking a more active role in contract decisions, misc. policies, budget and fiscal matters and administration elements, moving away from the Carver model of governance. Currently everything goes before the board for approval and they have never been more informed. The Board is kept abreast of all matters relating to operations and they follow the Governing Board Handbook which is provided to all members. Specific procedures are in place for all staff when planning for a Governing Board meeting and Board agendas are posted at the District Office and on the school website. The Board meetings are open to the public with a designated time for Public Comment. Meetings are held monthly, scheduled for the third Thursday of each month, with minutes posted after each one. For all items on the agenda, a Fact Sheet is provided which includes details of the agenda item, the LCAP goal, the financial impact and any other necessary attachment. If staff want an item on the agenda, they follow a submission calendar and plan accordingly. Student Learning Goals are reviewed consistently throughout the year with progress monitoring provided at scheduled times.

New laptops to replace old desktop and laptop computers were approved by the Governing Board. The students have access to renting laptops using instructional funds. Qualified students may receive one without needing to utilize instructional funds based on need. The school has created curriculum, as well as utilizing an online platform, for high school students in virtual core subjects that encompass both a-g and GE (General Education) courses. These courses are accessed through Buzz Learning Management Systems after students take a mandatory training course regarding the system. In order to support GE Coursework, a Highly Qualified Teacher (HQT) oversees the main academic requirements for assessments/finals of the Achievement-Based Learning courses which have been created and are overseen by HQT teachers. Students of all grades have access to multiple vendors who offer academic support including ALEKS, Atomic Learning, BrainPop, Rosetta Stone, and Read Naturally. Additionally, all staff are set up with a Google Account to obtain access to all school resources available within the Google Homeschool Hub. i-Ready is used for intervention in the MTSS program. Families must sign an Internet Use Agreement when enrolling with the school and there is a policy for online courses which must be observed. Finally, Turnitin.com is used to combat plagiarism.

Understanding the Role of Governing Board: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

Based on Governing Board agenda, minutes and handbook, there is a clear understanding of the roles of each party. Each month, based on a variety of factors, items are brought to the Board meeting. The Governing Board decides on the outcomes needed to be made for each item. There is an established and continual relationship between the school and and it's sponsoring district.

Governing Board and Stakeholder Involvement: Parents, community members, staff, and students are engaged in the governance of the school.

Governing Board meetings are open to the public, with a public session where anyone can address the board. Board agendas are posted both on the school's website and at the District Office. Student presentations, done in combination with staff, are on the agenda each month and focus on the current LCAP. There is participation by both staff and parents related to LCAP. Staff are involved through staff and in-service meetings. Parents can participate through Eagle's Nest and surveys. All stakeholders are notified through email, flyers and Facebook regarding Eagle's Nest Meetings and all are invited to attend. There is a Hub page dedicated to ELD for parents and staff.

There are two committed employees who support the needs and involvement of parents. The Parent Educator, who is a former administrator, offers information via workshops related to academic achievement, organization skills and project-based activities. The Parent Liaison, also an administrator, focuses on parent collaboration through the Parent Leadership Network which publishes a weekly report (Parent SKIMM) that highlights available activities for parental involvement.

Feedback is reviewed and recommendations made regarding LCAP through Administrative Leadership meetings. These recommendations are brought to the district LCAP committee which consists of Cabinet and Directors. Determination is made whether or not an item exists within the goals in the Expected Annual Measurable Outcomes and/or if actions or services need to be modified.

The Foundation Entity supports this school. Staff, the Governing Board members and parents comprise the Foundation Entity Board. The Teacher Leadership Team meet monthly and are a method of communication between teachers and administration.

Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

There is an ongoing school wide focus on student achievement as reflected in Administrative leadership meetings and their agendas. Student Learning Goals, the mission and vision all drive programs, processes and policies. Data from summative and formative assessments are reviewed and discussed by leadership staff and teachers which in turn are consolidated into the LCAP as state and local indicators. The data also leads to creating new programs, offering additional resources and providing support training, all included in the actions and services of LCAP. The Governing Board remains informed on progress of all academic areas through the LCAP and Student Learning Goals are reported throughout the year.

Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

The Parent/Student Handbook as well as the Employee Handbook include information to parents, students and staff regarding procedures related to expressing concerns and/or formal complaints. Parents are encouraged to contact a staff member directly if there is a complaint about them, rather than going directly to administration. If a parent goes directly to administration, the teacher will be invited to attend the meeting or phone conversation. Administration follows up on the complaint and action, if necessary, is taken. At all times an effort is made to support both the parent and teacher with an emphasis on communicating the issue at hand. Staff members with complaint are urged to talk to the Regional Administrator (RA) but if they go to Human Resource or the Union the conflict is handled professionally. Resolutions are generally positive.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

INDICATORS:

Broad-Based and Collaborative: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

Based on the included organizational chart, the leadership structure broadly covers all aspects of the organization structure. Leadership teams are defined within each area of service. As evidenced by Leadership Meeting agendas, there is a schoolwide focus on continuing improvement as well as aligning programs, policies and procedures to the Student Learning Goals. In order to make determinations on program and service effectiveness, teams analyze data from many areas including assessments, surveys, fiscal reporting and staff meetings. WASC/LCAP goals related to actions and services are reviewed and modified as needed through staff meetings, Parent Meetings and surveys resulting in recommendations. Out of all stakeholder groups, there was limited participation from teachers, parents and students in the WASC/LCAP final process. School in-service topics are determined from student achievement, needed staff trainings on student support, regulation changes and staff surveys. Students/parents work closely with their Supervising Teacher, in conjunction with guidance counselors, to monitor progress and adjust as necessary. Protocol must be followed and need truly assessed before a student can be tested for disability so as not to overtest. Teachers utilize i-Ready as well as the MTSS as methods to stay on top of student needs and plan next steps. The Teacher Leadership Team meets monthly and discuss key issues on which to collaborate.

Single School Plan for Student Achievement Correlated to Student Learning: The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

The LCAP serves as the school’s single plan for student achievement since all elements of the LCAP are driven by student needs and based on achievement of the academic standards and the Student Learning Goals. Also within LCAP are the specific actions and services which incorporate Common Core standards and college and career readiness. Any recommended curriculum is Common Core aligned, including the VLI online courses for high school students, which are either a-g approved or have General Education options. Career/Tech offerings with valid CTE designations are included as well.

Under the title Achievement Based Courses (ABC) for high school students, the school has created Common Core-aligned key assignments, assessments, midterms and finals for all courses in these areas: Math, English, Science, History and Spanish. Since these are not based on a specific curriculum it allows for multiple curricula to be utilized. The Guidance Department keeps close tabs, along with the Supervising Teachers, on student progress and make adjustments as needed utilizing i-Ready and MTSS.

The Guidance Department keeps track of data related to graduating students. Over the past 3 years this data has shown increase in the following areas:

Meeting a-g requirements

- 2015: 5% of graduates
- 2016: 11% of graduates
- 2017: 15% of graduates

Attending 4-year university

- 2015: 4% of graduates
- 2016: 5% of graduates
- 2017: 8% of graduates

Community College, Trade School, Military & Peace Corp

- 2015: 8% of graduates
- 2016: 15% of graduates
- 2017: 18% of graduates

Staff Actions/Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

Multiple mechanisms are used to identify student needs for achievement related to the Student Learning Goals. Staff feedback related to support and training are provided through staff and in-service surveys. The results of these surveys, as well as student outcomes and progress on the LCAP goals, drive staff Professional Development. Through professional development trainings on writing, as well as reviewing coursework outcomes in staff meetings, the WPA (Writing Performance Assessments) were modified and midterms/finals are now required through the ABC (Achievement Based Courses) courses.

Both teachers and administrators are involved in monitoring student progress. Teachers recommend additional support services for students to their administrator and both teacher and administrator, along with the student and parent/guardian, agree to these services. Additional services are provided as well through the English Language Advisory Committee (ELAC) monitoring. At risk high school students are monitored by a specific Guidance Counselor as well as their Supervising Teacher and Regional Administrator. Tutoring through MTSS is available for those students identified for additional support. Even more services are provided through i-Ready which is independent of any curriculum as it has its own assessments and embedded instruction. This option is part of the MTSS and is assigned for those students needing support.

Professional Development encourages self-reflection and the Teacher Leadership Team meets monthly to address these topics and how to proceed.

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

There are multiple modes of communication. Technology, although not the exclusive method of communication, is vital considering the school is an independent study program. Department meetings for all staff are held monthly and any items for change that are determined there are followed up via email including any pertinent documents. These are also placed under Teacher Resources on the Hub. Additionally, there are three in-service meetings each year, the content of each to be decided through student achievement data, needs of teachers and staff and staff survey feedback. According to multiple sources, communication has never been better.

Bargaining group issues are handled through face-to-face or phone meetings with the union officers. Resolving differences and communication is of highest regard. Employees are advised to work with their administrator regarding any complaint or concern. If resolution is unable to be obtained, the employee may then seek the Uniform Complaint Procedures, a strict set of processes, which can be found in the Employee Handbook.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS:

Qualifications and Preparation of Staff: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

All new hires are assigned appropriately through the hiring process and certain additional processes and procedures ensure that background and credentialing are validated before the position is filled. All General Education is overseen by a highly qualified teaching staff (single subject credentialed) and the ABC teaching staff collaborate on assignment guides, resources, links, key assignments, assessments, midterms and finals. Regional Administrators give teacher training as needed. Workshops are also given by the guidance department and Psychologists in areas such as college readiness and Suicide Training.

Staff Assignment and Preparation: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

Initial training is given to new staff members and all staff members are a part of ongoing training as needed. Regional Administrators (RAs) are assigned to teaching staff to offer training and support. Teachers have access to online recorded trainings, RAs hold virtual meetings with teachers and Supervising Teacher collaborative meetings are held once a month to add to support. Additionally, Placer County's Induction is used for new teachers and next year mentor teachers will be assigned. The newly hired teacher assignment process includes determining the appropriate required credential, virtual learning instruction(VLI), and evaluating teachers to regulate effectiveness in all areas of instruction.

Defining and Understanding Practices/Relationships: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

All written policies, charts and handbooks that define responsibilities, operational practices, decision-making processes and relationships of leadership and staff can be found on The Hub. Other modes of communication include email, and monthly administrative, regional and site staff meetings. Three staff in-service days are used to disseminate information on organization-wide operational practices and decision-making processes.

Support of Professional Development/Learning and Measurable Effect on Student Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

The annual ST (Supervising Teacher) in-services/trainings have been increased to three times a year and monthly ST meetings include Professional Development (PD). Many PD highlights and/or process reminders are provided through email as well as all resources being available in The Hub. Administration, regional and LCAP are instrumental in creating the PD calendar and content which are then presented for Board approval. Areas of student need are identified through student test scores and all PD is designed to assist in low performing student areas. After every staff training, surveys are collected and reviewed to identify areas of success and ways to improve PD. PD for School Pathways and i-Ready are provided through webinars. In October 2016, the first online all-teacher inservice was provided as PD. The Guidance Department goes to annual UC and CSU conferences, conference workshops at the local community college and every couple of years attend the WebGrants/FAFSA seminars.

Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Virtual Learning teachers are observed and evaluated by their administrator each year during online instruction or in person at a learning period meeting. Learning Center teachers are observed/evaluated every year and Supervising Teachers (STs) receive observation and evaluation throughout the year at student/parent meetings. STs are observed every year and evaluated every other year.

Teachers are kept up-to-date on how to use various researched based, standards-aligned strategies. The focus the past two years has been on mathematics, targeting the school's student population. Strategies were adapted for Supervising Teachers (meet one one one with students/parents), VLI instructors (online teachers), parent educators (teach their own student(s) at home) and sites (students taught twice a week). In year two, demonstration lessons at sites in actual classrooms were included as part of the training. Afternoon debriefs followed with parents and teachers invited/observing. As part of Professional Development, teachers receive current research-based instructional methodology along with supporting resources available on the Hub for both parents and STs.

A5. Resources Criterion

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 program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS:

Allocation Decisions and Their Impact: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

The school's vision, mission, schoolwide learner outcomes, and LCAP drive all decisions. 2016-17 saw an increased budget for students to purchase instructional supplies, materials or other courses. Each K-8 student receives an annual Instructional Funds budget of \$2,600 while each student in grades 9-12 receives \$2,800. These funds are to be used for educational purposes. STs manage this process based on the Board Adopted Purchasing Guidelines, individual student learning styles and educational need. The Guidance Department manages the college and career readiness opportunities which are supported through instructional funding.

The school's Curriculum Resource Center (CRC) includes an extensive collection of materials designed to support and enhance student learning. Included in this are library books, curriculum support materials, parent and teacher resources, audiovisual materials, games, manipulatives and reference materials, all available for checkout. The CRC also includes a Professional Development library with recommended grade-level curriculum on display. Teachers are given additional money to purchase materials/curriculum not offered in the CRC if needed.

Free parent workshops and one-on-one training in an array of subjects are available for parents needing additional assistance as well as a wide variety of Learning Center classes and other enrichment opportunities.

Practices: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Supporting student achievement is the focus of the budget process. Student achievement data drives curriculum, Professional Development and staffing supports identified through the LCAP process. Through the LCAP process, all stakeholders work together to prioritize the budget needs that will increase and/or support student achievement, Professional Development and additional LCAP goal supported budget items.

All student purchases must be monitored by the teacher to determine that they support student learning after which they are approved by the Regional Administrator (RA) for educational purposes. After the RA has electronically approved the student Purchase Orders, the Director of Business then approves each order for fiscal prudence.

Facilities: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

The charter district office in Lincoln houses the administration, clerical, student records, admissions, Human Resources, payroll and Guidance. Churches and community centers are used for state testing. The Roseville learning center is comfortable, reflects standards and has a positive climate. STs meet with families in their homes or in safe places off campus such as Carl's Junior or Whole Foods. The plan is to expand as funds allow. The Fire system and sprinklers are inspected annually, video surveillance is installed at each site/admin building to ensure safety, and keypad security systems and automatic door locks are also in place. Annual safety trainings are required by all staff and are provided through online modules. School staff members attend mandatory trainings on Hazard Communication, Bloodborne Pathogen Exposure, Mandated Reporter and Sexual Harassment. First Aid and CPR training are provided every 2 years.

Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulative, and laboratory materials are effective.

Students have access to rigorous academic curriculum that is aligned with the LCAP and California State Standards. The Curriculum Resource Center (CRC), overseen by the Director of Curriculum and Instruction, is well-supplied with educational materials such as current textbooks, other resource materials and technology. Student success in meeting/exceeding standards and learning goals is the intended design of the use of instructional materials and equipment, including online learning.

Well-Qualified Staff: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Highly Qualified Teachers must meet the necessary state requirements to receive that label. The Director of Curriculum, Instruction & Professional Learning provides comprehensive professional development as well as Director/Administrator trainings at monthly staff meetings. Regional Administrators closely monitor new hires. Additionally, the Director of Online Learning & Ed Technology offers Professional Development (PD) support in online learning. There are three in-service days dedicated to PD for certificated staff and all classified staff attend annual in-services. In-service PD includes school needs, needs based on prior survey results and changes in policy and procedures. The Guidance Department supports identified college and career needs and trainings related to such take place during monthly administration meetings. The staff was trained by psychologists on suicide training this past fall.

Long-Range Planning: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

The priority of the District is to stay aligned to LCAP based goals using them to identify and prioritize budget decisions. Stakeholder engagement and board-adopted Student Learning Goals also determine all new budget items. This has become embedded in the schools culture.

A6. Resources Criterion [Charter Schools only]

To what extent has the governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

Is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

INDICATORS:

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

The school's Governing Board and Cabinet have worked hard to execute responsible planning for the future. The Board regularly receives scheduled reports from all members of the Cabinet throughout the year as a way to identify long-range plans, capital needs and other resources. The LCAP is available on the Hub. The staff indicated that they inform stakeholders but getting participation has been a challenge.

Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

An annual independent financial audit employs generally accepted principles that include a list of audit exceptions and deficiencies which have been resolved by the school to the auditing agency's satisfaction. This school earned a positive outcome in the audit of financial statements and other additional procedures such as comparing and reconciliations which are in accordance with generally accepted principles of accounting and audit procedures and education code for charter schools.

Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

The school has policies and procedures in place that are used in controlling and managing their financial operations. These meet state laws, generally accepted practices and ethical standards.

Likewise, there are operating processes and protections for who is authorized to sign contracts, write checks, release funds, monitor payroll information, review bank reconciliations and deposit/withdrawal of all school financial accounts as well as other lines of credit.

All contracts, purchases (including monthly check registers) employee agreements, salary schedules, and monthly personal reports (including monthly vacancies reports) must be approved by the Governing Board.

The school has complete transparency in its annual budgeting process as evidenced by the utilization of the LCAP process and public documents presented in Governing Board Reports. They have also effectively aligned the LCAP with schoolwide resource decisions that make certain that appropriate funds are available to support student achievement of the critical learning needs, the academic standards, college and career readiness standards and the schoolwide learning goals.

Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

During the negotiation process, salary schedule comparisons are performed as requested and all salary schedules and negotiated compensation require Board approval. Last fall the staff received an off schedule one time 2% stipend. The school maintains a minimum of 5% Board-adopted reserves for the possibility of economic uncertainty.

Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

The marketing plan includes monies to be budgeted for:

Radio & Digital Advertising:

- Radio advertising on CBS, Entercom and/or FISH stations
- Digital advertising such as billboards, TV, theater and/or other out-of-home/over-the-top networks

Partnerships, Sponsorships and Events:

- Partnership with highly visible, local organizations such as *Playspace* at the Galleria at Roseville.
- Sponsors and/or booths at local events held by Galleria at Roseville, River Cats, radio stations, chambers, cities/special districts and/or the school.

Online Advertising, Brand Management, Social Media Marketing and Website Management:

- Google pay-per-click and retargeting ads

- Social media ads and/or boosted posts
- The school's social media on Facebook, Instagram, Twitter
- Online brand management
- The school's website receives blogging, content management and minor changes/updates
- Search engine optimization of website

Print Ads:

- Print publication ads in *Sacramento Parent Magazine*, the local paper and/or special guides.

Images:

- Videography and photography of a day-in-the-life of 2-3 school families
- Event photography

The school employs Right Angle Marketing and have seen an increase in enrollment as a result. There will be a full report to the board in March. The plan is to satiate the community with information.

Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

All Brown Act regulations are followed by the Board who holds its meetings in a public forum and posts the agenda within 72 hours of the meeting. All budgetary, LCAP and audit reports are sent to the authorizing agency and other government entities as required by law.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Student Learning Goals aligned with LCAP and state standards and drive all school decisions
 - Qualified staff have a love for their school and students and a passion to see them succeed
 - Good communication goes out to stakeholders and within the school
 - Wide range of marketing
 - Parent Educator
- **Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**
- Increase parental involvement throughout the program
 - Explore more space for classrooms
 - Increase participation with parents and students regarding LCAP and WASC
 - Increase number of students completing a-g courses

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

- Interview with Parents
- Interview with Students
- Interviews with Category Groups
- Observation of Classes
- Interview with Board
- Horizon Charter Self-Study

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

INDICATORS:

Current Educational Research and Thinking: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

The school utilizes state (CDE) and national (ASCA) organizations to inform policies on curriculum selections and guidance counseling. Its instructional program goes to notable efforts to be viable and meaningful. Counselors develop individualized four year course plans, based on students' identified post-graduation goals; plans are either college prep or CTE prep. Students review their graduation plans/academic progress with their counselors annually. The school diversifies its curricula, which engages students of varied preferred learning styles. Such enrichment/extension includes project based learning, science kits, drama courses, music and arts classes. The school has a parent educator who provides monthly workshops on instruction. This professional development is included in the school's PD calendar. The school's instructional program prepares students for college in a variety of ways. a-g courses are available online and through the learning centers. They also provide various college and career workshops and host/promote different testing opportunities throughout the year. The school has also worked to provide and support CTE experiences for its students. The school has a program called CTE Pathways, which is a 4 semester course that focuses on a specific career path. Students earn a total of 20 credits by completing this program. To continue to stay current with Placer County's CTE offerings, counselors attend monthly informational meetings. In order to further prepare students for life after graduation, the school requires graduating seniors to complete a Personalized Learning Plan, in which the students explore a potential post- graduation plan. The students present their project to a panel, at the end of the year. According to the staff, the foundations have now been laid to build graduation percentage. They feel that building on support and participation, such as MTSS, will lead to increased achievement.

Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness standards for each subject area, course, and/or program.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

The school demonstrates defined academic standards through the use of pacing guides for all curricula, which promotes timely course completion. Key assignments, which are based off several Common Core State Standards (CCSS), are given throughout the course, regardless of the curriculum selected. Finals are proctored to ensure a reliable and consistent testing environment. CTE electives are listed on the course list, and community college enrollment information is available on the Guidance Page as well as in the learning centers. The Science department received and provided NGSS training. Teachers have also been trained in various language instruction strategies reflected in CCSS. The school's a-g courses are annually reviewed by counselors for compliance and viability. Spanish labs and science wet labs are run by highly qualified teachers, in order to satisfy a-g requirements. Attendance and participation in these courses are overseen by the Highly Qualified Teacher (HQT) and the Supervisory Teacher (ST). Two of the outsourced curriculum providers, BYU and eDynamic provide many varied elective courses in alignment with graduation requirements. There are other outsourced curriculum providers that offer vast curriculum options, ranging from credit recovery to AP courses. AP tests are coordinated through the guidance counselors. VLI courses are supplemented with weekly instruction by highly qualified teachers.

The school's online instruction, varied elective choices, and project-based learning addresses both SLG's. There is a checklist of K-8 ELA standards to support efforts to align instruction to CCSS. Recommended curricula aligns with CCSS and is supported with teacher guides, which indicates congruence between concepts being taught and academic standards. Achievement-Based Courses (ABC's) include the CCSS-based Key Assignments; this is in alignment with the first SLG. The school utilizes i-Ready to determine curriculum support and choice. This is the foundation of the student's personalized learning path, which prepares the student to perform at or above grade level. The WPA, a writing assessment, was given to determine how many K-8 students write at grade level; this addresses one of the SLGs.

Integration among Disciplines: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

The school includes a wide variety of outsourced curricula into its program. The school utilizes curricula from various online programs, ROP courses, and advanced education through community college. The school also has board approved policies regarding credits earned, grade point scales, student qualifications for programs, and qualifications to be a highly qualified teacher. There is integration between educational disciplines, throughout the grade levels. The instruction team reports that cross curricular instruction is encouraged with students in grades K-8. Doing so makes addressing the standards for parent educators with several students more manageable. The Key Assignments also integrate educational disciplines.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

The school hosts an 8th Grade Orientation, which informs incoming freshmen of the school's graduation requirements and the breadth of its curricular programs. It also discusses various post graduation plans. Students can choose to also attend their local community colleges which include the Los Rios

colleges/Sierra College/Yuba City/Butte/etc. The counseling department acknowledged the need for further development of a tracking system to follow up with graduates.

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and to prepare them for the pursuit of their academic, personal, and career goals?

INDICATORS:

Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

The students’ pathway, either a-g or GE, is determined between the family and guidance counselor. All incoming 9th graders are encouraged to pursue a rigorous course of study such as a-g. The school’s students’ pathways are further refined and personalized with specific curriculum choices, based on their individual goals and needs. For the past two years, the counseling department has undergone restructuring to provide increased support for success across the curriculum. It has new systems in place to conduct meetings with all students. Each grade level has a specific week during the year, designated for those students to review their graduation plans. Additionally, the counselors have a regular and posted schedule of where they will be located during the week, so that students can arrange to meet them during other times of the year. The school has a robust college and career resource webpage. The school’s CTE Pathways program provides the opportunity to explore five specific areas; Business Management, Engineering Technology, Food Services and Hospitality, Public and Community Health, and Web and Social Media Programming & Design, while earning 20 elective credits. In addition to virtually based support, the school started an annual College and Career Fair in Spring 2015, which brings in a variety of different colleges and vocational options. Students have access to dual enrollment opportunity at the community college, pending eligibility.

Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

The school has a systematized intervention system for students performing below grade level. Assessment, support, and monitoring pieces are thoroughly developed. This program is fairly new, and the data shows this program is experiencing success. “Of the 61 students who completed intervention until the end date, 63% move up one or more grade levels” (RTI² Tier 3 Intervention Vendor Option 2016-2017 Findings). There are a-g and GE courses available through the school in-house curriculum, as well as outside vendors. The CTE Pathways curriculum and the county ROP programs provide real world experiences. The n2y is an online special education curriculum that is linked to CCSS and covers Reading, Writing, Math, Science, and Social Studies. It is self-contained, covers grades K-12, and is geared towards special education students on the certification track. The embedded instructional targets

coincide with the students' IEP goals. The school's RSP teachers support the students in special education and collaborate with the ST and parent educator to plan for modifications and accommodations to instruction and curriculum. Access to online curriculum and support in math courses is facilitated through the school's learning centers. Online courses are also complemented with live lectures and labs (in science and language courses); teachers also hold office hours. There are also a variety of virtual support resources for all the core classes, such as video- recorded lessons, vocabulary lists, and related activities. The school's high school curriculum is standardized across the modalities of instruction (VLI, LC, ABC), which streamlines instruction and institutional support.

The school provides as many a-g course options as possible in various modalities, in order to increase accessibility. Labs are completed at the learning centers, throughout the semester, so students may meet the a-g requirements.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

At enrollment, the ST and family work together to identify the student's preferred learning modality and long term goals to support the student's four year academic plans. Varied faculty and administrators regularly monitor the student's academic progress to validate appropriateness of modality and identify any necessary supports. A member of the guidance staff indicated a need for increased supports for at risk students in the first month of enrollment, to determine adequate placement. Struggling students are referred to the MTSS for intervention. Through this process, all stakeholders assess the student's academic performance using various data. There are regular advising weeks, so that students can get their progress toward graduation evaluated. Students meet with their ST every learning period, so the ST can evaluate the students' progress.

Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

The guidance department provides a variety of information on post-graduation options. The career resources webpage has a bank of websites that lists career fairs, general career resources, job searching, and CTE opportunities. The college resources page has information on how to fund college, college admissions and transfer tips, and various other college websites. The guidance counselors coordinate the recently added ASVAB and PSAT tests to help prepare for post graduation plans. The recent college fair also presents a variety of post graduation options.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum):

- CTE Pathways
- Various modalities of instruction
- Variety of courses through outsourced online vendors
- Counseling services personalize curriculum choices to support all students

Key issues for Standards-Based Student Learning: Curriculum:

- Continue offering parent educator workshops on supporting curriculum.
- Increase a-g pathway graduation rate
- Additional curriculum grades 6-8
- Increase support for At-Risk students during first month of enrollment

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

- Interview with Parents
- Interview with Students
- Interviews with Category Groups
- Observation of Classes
- Interview with Board
- Horizon Charter Self-Study

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

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

INDICATORS:

Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Students participate in a STEM activity called Mars Exploration Student Data Teams (MESDT). This program allows students to analyze data from Mars and interact with Mars scientists. Other classes have students recreate erosion, through a lab environment. Lab classes allow for students to create a video to demonstrate their understanding.

Seniors complete a Personalized Learning Project (PLP), to help explore options after high school. These options may not necessarily be a four year college plan. Students have the ability to discuss trade school options, starting a career after finishing at the school, or community service opportunities. The process starts by having seniors select two of three books; Personal Finance, 7 Highly Effective Habits, or Career Options. Worksheets are provided to answer specific questions on their reading. The results are presented through various deliverables; trifolds, powerpoint, reports, or portfolios. Evaluations are completed by staff and administrations.

English Learners participate in the ESL Reading Smart Program, designed for 4-12. Grades TK-3 are piloting the Reading Eggs online program. Students are challenged to make growth which is monitored and reported to parents quarterly. All students also have the opportunity to participate in challenging small groups instruction.

Lab classes meet at several different locations and have activities for students to apply their knowledge in the subject. The Spanish Lab, meets one day a week, students work in pairs and have conversations in spanish. The teacher asks questions to students in Spanish and students must reply by using current or past vocabulary. In the art labs, students' work on different techniques in class. Artwork is turned into the teacher and kept in a portfolio for later grading purposes. However, an increase in facility space is required to continue to meet the demands of the students population and course offerings.

Students meet with Supervising Teachers (ST) and present evidence of work completed. The ST monitors student understanding and asks questions on how they are doing in certain classes. Students summarize the topics currently being covered in the course, along with any problems they are currently having. Some students work is collected by the ST, depending on the course the students is taking.

Students in on-site and VLI courses have key assignments, midterms and finals to assess they have met the same standards-based benchmarks.

Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study.

Binders are given to all families at the beginning of the school year to provide information on grade level standards and tools that may be used for planning. The binder and other information covered by the Parent Educator, who provides a homeschool success workshop at the beginning of the year to families.

Supervising Teachers (ST) meet with families and students to address expectations. Additionally, ST's provide training on subjective grading for TK-12 and how to evaluate their child's work.

Students may access Brainhoney/Buzz throughout the semester to check on current/past topics. Each assignment includes the topic/concept that was taught. Students have access of the objective via different mediums, classrooms, assessments, rubrics, and performance tasks. Standards are also available through the virtual learning courses (VLI). The HUB also provides access to families to California State Standards. Teachers share standards checklists, school checklists, and PLS pacing guides. Older IEP students are included in the development of goals, which are standard-based. Each IEP student goal is shared with their general education teacher, through a Google Document. Progress is reported on a quarterly basis.

Differentiation of Instruction: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Students have access to recordings of Algebra 1 and Algebra 2 material created by Highly Qualified Teachers. The videos allow students to review concepts, tutorial on problems from the lesson, and prepare for their finals. Students may also access Brainhoney/Buzz at anytime, to use the tools and instructions. Families have access to Brainhoney/Buzz to check on their student progress through digital gradebook.

Virtual Learning Instruction (VLI) classes are recorded for students who may not be able to attend. The VLI classes use this environment to teach concepts and reinforce them in the lab setting. Students may attend the lab once a week at a learning center. Classes such as Spanish and science will follow this model. Mathematics use the lab setting an opportunity for students to complete problem based projects. The VLI course are currently offered to high school students and advanced junior high students. STs indicated they would like to have VLI courses introduced at the jr. high level to create a successful transition to high school.

The use of other programs such as Read Live, *i-Ready*, and Scribblar are used for tutoring. The use of programs such as *i-Ready* may vary from family to family. As some use it as a daily instructional tool, others may only use it once a week. Instruction is differentiated based on the student's need.

C2. Student Engagement Criterion

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 engages students, emphasizes higher order thinking skills, and helps them succeed at high levels?

INDICATORS:

Current Knowledge: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Teachers have access to current researched-based instructional methodology through the HUB. Additionally, teachers have access to a variety of learning strategies in the grade level area of the HUB. The main use of technology is through the online classes, such as using YouTube videos. Teachers also utilize Adobe Connect to meet virtually with students, although the plan is to move to Zoom next year.

The focus for the last 2 years has been the math department. The Math Coach instructed the math faculty and other STs on standards-aligned strategies. This included lessons and modeling various activities. Additionally, parents were also invited to attend these sessions. Math coaching was done for all grades in 2014 through 2016, with targeted coaching was in 2016-17 for specific teachers. The Math

Coach received training from the Math Project at Sacramento State, who met with professors and director of the Mathematics Project to discuss coaching issues.

Teachers as Coaches: Teachers facilitate learning as coaches to engage all students.

At the beginning of the year, families are provided with binders that have important information. The Parent Educator provides meetings for families to address policies and procedures. Family workshops are held to help support families in the areas of math, English Language Arts, and Homeschool Success. STs provide training to families on how to grade subjectively and evaluate student work. Parents can benefit from teachers who demonstrate teaching techniques. Additionally, online sessions are recorded for students or parents to review later. Administrators may view these recordings to address teaching techniques.

Tutoring services are available to students through VLI instructors, learning centers, and outside vendors. Teachers also hold office hours to meet with students. STs also provide support during scheduled meetings. It was indicated during the focus group discussion to continue to expand the tutoring services for math at learning centers.

Examination of Student Work: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

Students are encouraged to participate in a virtual meetings (Skype, Google Hangouts, Zoom). Workshops are provided by the Parent Educator for non-fiction articles, where Close Reading strategies were modeled. Other workshops included writing performance with worksheets for every grade level. Math workshops are also provided throughout the year, which introduce games, puzzles, and STEM oriented activities. The Parent Educator indicated the participation varies in these workshops and would like to see an increase.

ELA Challenges are also created by teachers, through one-on-one and small group instruction. This provides an opportunity to examine student work. In Algebra 1, students use their understanding of polynomial functions to create roller coasters. Each function is restricted and pasted together and demonstrates their knowledge on shifts/stretches. This activity was modeled by the Math Coach to other math instructors during collaboration time.

Students demonstrate higher level thinking and problem solving skills within a variety of

Students receive weekly critical thinking and reasoning strategies. All students are provided with enrichment activities. Evidence is displayed on the walls at the learning centers, which each grade level highlighted. In STEM workshops, students have the opportunity to create prototypes from recyclables and create straw bridges. They have opportunities to complete "Virtual Dissection" of frogs, salmon, and owl pellets. Students may also participate in Teen Court in El Dorado County.

Students use technology to support their learning.

Students use a variety of different technology tools, such as Google Drive, graphing utilities, slideshow presentations, and interactive utilities on websites. VLI teachers have students turn in key assignments through a deliverable of the student's choice. As students encounter issues, they direct these questions to the ST during their meetings or the VLI teacher. Previous recordings of classes are provided online for students on independent study. These recordings are not only from the current school year, but previous years as well.

The SPED department has also started to look at virtual options (Zoom) for counseling and speech. An initial meeting takes place to determine if virtual meetings will be appropriate for the student. Additionally, options are being looked at to have group interaction online.

Students use a variety of materials and resources beyond the textbook.

Students can use collaborative journals through Google Documents for all subject areas. Google Documents are shared with ST's. The school provides parent-guided field trips and program classes. These announcements are emailed to parents on a weekly basis by the ST's. The Parent Educator provides announcements for family workshops, ranging from homeschool success, math, writing, Close Reading, and STEM activities. Resources are posted on the Hub and various social media outlets, to communicate different activities available to students, including enrichment classes through approved vendors.

During meetings with the ST, each student is provided with newsletters from various departments. These newsletters will include information about community events in the area, workshops provided by the school, vendor information, and events sponsored by the school.

Real World Experiences: All students have access to and are engaged in career preparation activities.

The school provides opportunities to students through contract vendors and online electives. Students explore post-secondary opportunities through the Personalized Learning Project (PLP) and present their findings to teachers and peers. The Armed Services Vocational Aptitude Battery (ASVAB) has recently been provided to students.

In the last four years the school has provided a College and Career Fair and career prep workshops. During meetings with the ST, students are made aware of this upcoming event. They are informed of colleges that will be in attendance, opportunities for dual enrollment courses, raffles, and potential employers. This information is given to students at the HS level (9-12).

ST's provide students with continued information about a-g requirements. Eighth grade students in the spring are encouraged to start in the a-g system, when they transition to High School by the ST. Guidance counselors will also create a four year plan with students, which encourage an a-g pathway and also introduce a CTE pathway. It was noted by ST's during the focus group discussion that there needs to be an increase in on time graduation rates.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction:

- Every student is given an individual academic plan.
- Allows for different modalities
- Students create connections through VLI
- Balance between online instruction and direct instruction.

Key issues for Standards-Based Student Learning: Instruction:

- Increase the graduation rate
- VLI in Math/English for junior high
- Increase parent education and awareness of programs
- Continue the math support classes (7th to 12th) at the learning centers.
- Explore additional facilities space

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

- Interview with Parents
- Interview with Students
- Interviews with Focus Groups
- Observation of Classes
- Interview with Board
- Horizon Charter Self-Study

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze and Report Student Progress Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

INDICATORS:

Professionally Acceptable Assessment Process: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data.

The school uses state mandated, district level, and curriculum embedded assessments to collect, analyze, and monitor student growth. State mandated testing includes CAASPP, Smarter Balance in both math and English Language Arts, California Science Test for Science, and a physical fitness test in Physical Education. District level assessments include baseline and end-of year i-Ready assessments in both math and reading, which identifies student instruction and performance levels in specific areas and provides online instructional support at home and school. Students in grades K-8 complete a writing performance assessment and a close reading sample assessment each year with his or her supervising teacher, which are submitted to the district for record keeping. In grades K-8, curriculum embedded assessments are updated every 20 days with level appropriate grading sheets and can be accessed online by parents or guardians. High-school students are assessed at least once every 20 learning days through online quizzes, assignments, midterms, and finals. A Multi-Tiered Systems of Support is provided to identify and qualify students for specific intervention services, Special Education services, or English Language Learner support. School reports are regularly created to review individual and school-wide student progress.

Monitoring and Reporting Student Progress: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

In 2011, the school began training teachers in Common Core state standards for both math and ELA and has updated the Student Learning goals to reflect specific goals in the standard areas. The Student Learning Goals are posted at each learning center, on the school's website, and on the Hub Link. The school also posts information regarding upcoming test dates, test locations, participant requirements, curriculum support, and enrichment activities on the Hub Link. In Spring 2017, the school reported 95% attendance for Smarter Balanced Assessments. The school did not meet the attendance goal in the three previous years of state testing. The school hired full-time Guidance counselors in 2011, helping to increase college and career awareness for students, parents, and staff. Counselors offer regular parent trainings, advising weeks, high-school review nights, and College and Career Fairs. Parent trainings have had less than ideal participation. Five Career Technical Education (CTE) pathways have also been recently added to support the need for elective credits and vocational career goals. Online curriculum also provides a learning management system called Buzz that allows teachers, students, and parents the ability to view real-time progress in high-school courses.

Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

There are several different systems in place to support student growth and intervention needs. Students in grades K-11 take i-Ready online diagnostic assessment. Students that are at or below grade level will be categorized in Tier 1, 2, or 3. Students in Tier 1 are considered to be six months to one year below grade level and have their progress monitored and reviewed weekly. Supervising Teachers create an Individualized Learning Plan of intervention strategies that are monitored weekly for students in Tier 2, who are considered to be one to two years below grade level. Tier 3 students, who are two or more years below grade level, are provided face-to-face intervention support monitored by the supervising teacher and MTSS coordinator. Comprehensive course offerings are available for high-school students to ensure that they are prepared for graduation, college, and careers. Guidance counselors, with the help of Supervising Teachers, create and update course plans each semester for each student according to their specific transcript needs to ensure that they are on track to graduate. Full sequence a-g courses, dual enrollment opportunities at local colleges, AP course offerings, and five CTE Pathways are available for all students to prepare them for college and future careers. Supervising teachers are allowed "observer status" to help monitor and view student progress in virtual courses. Learning center teachers monitor progress through classroom interaction, assignments, quizzes, midterms, and finals. Virtual teachers provide feedback, online classroom interaction and monitor student progress through auto-graded assignments, Key Assignments, midterms, and finals. Special education teachers monitor students through a Google tracking document which allows authorized parties access to view and update goal progress.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of formative and summative strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATORS:

Appropriate Assessment Strategies: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

Teachers use a variety of formative and summative assessments to measure student progress and guide instruction. Formative assessments include the yearly writing and close reading assessments for grades K-8, curriculum embedded assignments and quizzes, and the beginning-of-year i-Ready (for K-11) diagnostic in both math and ELA. Summative assessments include observation, curriculum embedded Key Assignments, midterms, finals, and end-of-year i-Ready diagnostics in math and ELA. Supervising Teachers evaluate students weekly, bi-monthly, or at the end of each learning period, depending on student need. Teachers check for understanding through a variety of verbal quizzes and discussions, according to need. i-Ready participation (and an alternative option to i-Ready) was noted in the focus group as an area of concern with approximately 50% of families participating.

Demonstration of Student Achievement: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

Supervising Teachers are responsible for creating Independent Learning Plans (ILPs) for students not meeting grade level targets so that appropriate interventions are put in place. Students performing below grade level are required to complete intervention work in addition to regular coursework. Students are

monitored weekly and adjustments to instruction are made at this time as needed. i-ready is used for assessment and to monitor student progress.

Student Feedback: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

The school provides yearly climate surveys to get student feedback about the school. Surveys are also provided for online students to give feedback about their supervising teachers and high-school courses. Learning centers provide online evaluation tools on the Hub, and teachers provide End-of-Year student midterm surveys and End-of-Year Surveys for students. In addition, Guidance Counselors give every graduating student a graduate exit survey.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

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, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent does the system drive the school's program to continually improve and to allocate resources to effectively meet student needs?

INDICATORS:

Schoolwide Assessment and Monitoring Process: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

A cross-section of individuals are involved in the assessment process at the school. The School Board approves Student Learning Goals and monitors progress through reports, longitudinal studies, and work samples at board meetings. Administrators review and discuss state-mandated and schoolwide assessment results during administration meetings. Teachers evaluate and share with parents and guardians data from test results, learning records, report cards, i-Ready diagnostics, ILP reports, and IEP meetings. Individual reports for state-mandated student assessments are mailed to parents and guardians. Stakeholders are regularly sent information regarding student progress. The special education administrators and staff share information with general education staff regarding student progress, and IEP development requires the presence of an administrator and general education teacher in addition to special education staff.

Curriculum-Embedded Assessments: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

Teachers collaborate and review Key Assignments each year to to make necessary improvements based upon the needs of the students. Teacher analyze student's curriculum-embedded assignments, quizzes, and tests each Learning Period and adjust curriculum accordingly. The EL administrator has a tracking process through the Reading Smart program that helps teachers monitor the progress of EL students. Students are monitored weekly by Supervising Teachers through i-Ready online curriculum in both math and ELA. The schoolwide writing performance task (WPA) is scored by a minimum of two credentialed teachers during an in-service meeting each year. The Assessment Team creates reports for CAASPP scores, i-Ready progress, close reading assessments, and the WPA, and this data is shown to administration as well as supervising teachers. Teachers discuss individual results with students and

parents and provide support and resources for those who are in need of more intensive academic support.

Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. The school periodically assesses its curriculum and instruction review and evaluation processes. The school employs security systems that maintain the integrity of the assessment process.

The school has made changes to the Professional Development schedule by adding more in-service days for teachers and administrators to collaborate and discuss assessment data. The comprehensive MTSS process is clearly defined and has appropriate support for students in Tier 1, 2, and 3. The *i-Ready* program is made available to students on a 24-hour basis to supplement academic needs. High School courses have added lecture and instructor access, and increased funding has allowed for added direct instruction in addition to weekly support Supervising Teachers. The school also recently purchased an EL curriculum called Reading Eggs (for grades K-3) and Reading Smart (for grades 4-12), which is prescribed by all English Language Learner students.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability:

- Universal assessment process (*i-Ready*) used at beginning of year and end of year
- Key Assignments for High School to assure all students are mastering the standards
- Provide multitude of resources for student success
- HQTs available to provide support to STs
- Data-driven curriculum
- Curriculum designed to prepare students for state-wide testing

Key issues for Standards-Based Student Learning: Assessment and Accountability:

- Participation rates for state testing not met
- Student participation (and parent buy-in) in *i-Ready* program
- Increase Parent participation in workshops to support the parent as a teacher at home
- Data shows need for additional support to move students into the a-g track

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

- Interview with Parents
- Interview with Students
- Interviews with Focus Groups
- Observation of Classes
- Interview with Board
- Horizon Charter Self-Study

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

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

INDICATORS:

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning/teaching process, including parents of non-English speaking, special needs, and online students.

The school realizes several strategies and processes for regular Parent involvement. They continue to develop the roles of the Parent Liaison and Parent Educator. These positions serve to connect the parent and student to events and processes that enrich the experience of student learning and equip the parent with the tools needed to be an active and effective partner in the education of their child. The findings indicate that parent orientation, trainings, meetings, newsletters and technology all serve as a means of involving the parent, however, parents do not utilize these resources as much as the school would hope. These events and processes include local college visits, college and career fairs, career workshops, meetings with guidance counselors, teachers, and course plans, all reflective of regular involvement of all stakeholders supporting the learning of all students. The evidence indicates schedules, attendance sign-in sheets, flyers, and social media are used for communication of the many events offered. Translation services are used and available to the ESL learner on the website and newsletter and the English Learning Advisory Committee was formed to communicate with parents as to how they can best be served.

Use of Community Resources: The school uses community resources to support student learning.

The findings indicate that the community resources used to support student learning are unique to the individual student and the communities they live in. Individual needs are assessed, a solution is offered and students are encouraged in their development through local vendors, referrals to mental health services, dual enrollment, community organizations providing scholarships, and field trips. These are all included as expertise services to help provide real-world experiences to all students. The school acknowledges this is accomplished through class assignments, electives, referrals to outside resources, personal learning plans, community service, board presentations, and partnerships with local organizations.

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent does the school have a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

INDICATORS:

Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

The school has policies in place within Board documents, Student Handbook, Emergency plan, and Disaster preparedness to insure safety. There are Visitor and Staff identification processes. The school is clean, secure and orderly. Board Policy states a zero tolerance on bullying and behaviors that hinder the learning processes; there is an atmosphere of respect. It is evident from the interviews with students and teachers at the Learning Center there was a positive climate and the teachers and students were eager to share in this process, however the facilities are used to capacity and there is a need to have facilities that support all students in the learning environment.

High Expectations/Concern for Students: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

The school values individual differences ranging from school selection of curriculum to staff, parent and student trainings and individualized course plans. The Learning Center cultivates an atmosphere of high expectations and acceptance in a population of diversity. The School is a caring and supportive learning environment for all learners. There is an atmosphere of safety, calm and positive guidance and evidence of mutual respect in each classroom.

Atmosphere of Trust, Respect and Professionalism: The school has an atmosphere of trust, respect, and professionalism.

The school shows an atmosphere of trust, respect and professionalism. Monthly meetings between teachers and administration are bridging the communication gap and teachers indicated they want to see this continue. Weekly meetings with Supervising Teachers and students and are an effective way to communicate and create updated and appropriate expectations for an environment of respect. Students indicated they felt connected and cared about.

Climate surveys are also used in monitoring perception of student and parent experience. Even though the participation in completing these surveys is low, the staff are committed to continuing the work on developing ways to increase participation. There are adequate opportunities for participation in utilizing guidelines, trainings, meetings and workshops for all stakeholders and the use of these services continue to grow.

E3. Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school, and how are they enhanced by business, industry, and the community?

INDICATORS:

Adequate Personalized Support: The school has available and adequate services to support student's personal needs.

The school offers all students appropriate academic support that is personalized. Counselors play an important role in helping to create a personalized four year plan for each high school student enrolled. These recommendations are given to the Supervising Teacher who then uses it to customize the services each parent and student will need. Parents, School staff, Guidance Counselors and Psychologists all work closely together to provide students in areas of mental health, career and academic counseling and individualized learning plans.

Online students receive Virtual Learning support through Supervising Teachers and have equal access to counseling and Special Ed services as stated above.

Support and Intervention Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

The strategies used for student growth and development are personalized. Students and parents can personalize their own course plans through the learning center, online, and independent study and have access to various curriculum options as well as coursework levels: GE, a-g, AP and CTE enrollment programs.

Virtual learning students have an orientation and a four year learning plan which allows them to personalize their course of study.

Support Services – Interventions and Student Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

The school identifies that student learning needs are quickly and accurately identified. This allows for appropriate support and interventions services to be provided. i-Ready assessment is done at the beginning of the year, when a student first enrolls and again at the end of the year. RTI, CAASPP, WPA are also used for intervention strategies. Counselors and staff work together to identify and carry out multi- tiered systems of support. These processes are effective in identifying all levels of intervention.

Online students also receive support services through availability of student laptops, labs at the Learning Centers, online courses and MiFis.

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

The school demonstrates that academic support is adequate by providing access to a wide variety, level, and flexibility of courses to all students. Students have access to dual enrollment, AP and General Ed courses as well as tutoring for success in their education. The staff agrees there is a need to continue to encourage rigorous four year plans and offer each student all possibilities available to them.

Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

The school has curricular and co-curricular activities and processes available to students that link to the academic standards and schoolwide learner outcomes. College and Career Fairs, Career Workshops, elective courses, CTE, and ROP link interests to curriculum. Involvement of students is achieved through the Parent Liaison, personal invitation flyers, guidance counselors use of schedules, flyers, newsletters, personal emails and phone calls to families to increase participation in guidance events.

The school provides all students with educational field trips, classes which include group projects, graduation ceremony, Enrichment Culture Immersion Meet-ups, as well as local community activities. The student group indicated an interest in additional co-curricular activities.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth:

- Guidance Counselors
- Personalized Learning Plans
- Support Services for all levels of learning
- Staff has transparent concern and love for the school, students and their learning.
- The administration is open to student suggested activities.

Key issues for School Culture and Support for Student Personal and Academic Growth:

- Greater participation of parents and students in events, services and resources offered
- Encouragement of students to pursue higher level courses that meet college entrance requirements
- Continued improvement in communication and feedback from all stakeholders regarding programs and services to enhance student learning.
- Explore space to match the needs of all students.
- Additional opportunities for co-curricular activities.

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

- Interview with Parents
- Interview with Students
- Interviews with Category Groups
- Observation of Classes
- Interview with Board
- Horizon Charter Self-Study

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

1. Students have respect for the staff and can pursue educational opportunities.
2. Student related they feel safe and accepted as part of the school community.
3. Teachers have a strong relationship with the students and families.
4. The effort of the guidance department to create four year plans, pathways for all students, and implemented the college and career options.
5. Parent Educator provides diverse programs to families.
6. The Board supports the vision and mission of the school.
7. The Superintendent has a clear vision for the school.
8. The staff at the Curriculum Center provide strong support for the school.
9. Principal and staff of Roseville Center are professional and caring.
10. WASC Coordinator put together a solid team and was very organized.
11. The Cirby site provides a nurturing environment.
12. Classified staff for their dedication to the school.

Schoolwide Critical Areas for Follow-Up

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in The schoolwide action plan, however the school was asked to modify the wording in order to maintain the full intent of each WASC Critical Area for Follow-up.

1. The school leadership and staff continue to utilize student data, to drive curriculum, staff development, and program effectiveness; thereby preparing students for college or career.
2. The administration and staff develop and implement a plan to increase parent participation in events, services and resources offered by the school.
3. The teachers and administration develop and implement a plan to increase graduation rates.
4. The staff needs to explore adequate facilities to support a growing student enrollment and to match the academic needs of all students.

Chapter V: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**

The school used the Critical Areas of Growth to design the school's action plan. The areas addressed are:

- School wide systematic assessment program
- Encourage greater parent involvement
- Increase graduation rates
- Explore adequate facilities to support growing student enrollment and academic needs of students

- **Comment on the following school improvement issues:**

- ✓ **Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up**

- **Do the action plan sections address the critical areas for follow-up?**

The staff identified School Critical Learner Needs to support students in curriculum that challenges them to be prepared for college or career in the twenty-first century. The Visiting Committee determined after review of the current self-study, and during discussions with the staff, that the leadership team agreed to complete a revised action plan to match the WASC Critical Areas for follow-up wording and to strengthen student outcomes.

The staff and Board are all dedicated to the success of the school and support the Action Plan and the success of all students.

- **Will the action plan steps enhance student learning?**

The leadership and teachers are dedicated to the students of the school. They are willing to work together to provide the best educational environment that fosters learning for all students.

It is important that the staff continue to use the collaborative WASC model for school improvement by training and involving all stakeholders in the process.

- **Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., *II/USP, technology plan, staff development plan*)?**

The Action Plan includes all aspects of the school that will promote student achievement and will support all stakeholders directly involved with student learning.

- **Is the action plan feasible within existing resources?**

The Action Plan is feasible within existing resources.

- **Is there sufficient commitment to the action plan, schoolwide and systemwide?**

The School staff and leadership are committed to school improvement. The steps are adequate to accomplish their goals. The action plan addresses the Schoolwide Critical Areas for Follow-up and is supported by the Board. It is the belief of the Visiting Committee that each of the Critical Areas for Follow-up should be embedded into the curricular program, to provide each student with an academic plan and courses that will continue to challenge them to be connected to the academic program, provides them with challenging curricular activities, and allows each student to reach their highest academic potential.

- **Is the schoolwide action plan aligned to the Local Control and Accountability Plan (LCAP)?**

The schoolwide action plan is well-aligned to the Local Control and Accountability Plan.

- ✓ **Existing factors that will support school improvement**

The administration and staff are dedicated to the students. They are willing to work together to provide the best educational environment that fosters learning for all students.

It is important that the staff continue to use the collaborative WASC model for school improvement.

The Visiting Committee believes that the staff has a positive attitude about improving the school

- ✓ **Impediments to improvement that the school will need to overcome**

In order for the Action Plan to support student achievement, there is a need to have time to work on action plan items and to have a process to gather evidence, analyze data, use that data for decision-making and to complete all action plan steps.

- ✓ **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**

The action plans, when implemented, will support school improvement for all students. The action plan will provide the vehicle for addressing staff needs and support for curriculum development needs and will directly benefit all students and continue to prepare them for institutions of higher education and the world of work.