

SELF-STUDY VISITING COMMITTEE REPORT

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

Rocklin Independent Charter Academy

**3250 Victory Drive
Rocklin, CA 95765**

Rocklin Unified School District

November 14 - 16

Visiting Committee Members

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CAO, St. HOPE Public Schools

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Chapter I: Student/Community Profile

Rocklin Independent Charter School (RICA) is a dependent charter school within the Rocklin Unified School District. The school changed from an Independent Study School to a Dependent Charter Academy, a district sponsored charter school, part of Rocklin Unified School District in 2012-2013. This change was supported by the district with program changes beginning in the 2014-2015 academic year. This new school structure is now entering its 3rd year and it wasn't until the hiring of the new assistant principal, Skott Hutton in July 2015, that the RICA WASC Self Study process was completed. The school requested and was granted an extension of the 6 year cycle of review and this WASC review is happening a year later than would have originally been scheduled.

Rocklin is a suburban community in Placer County, 22 miles northeast of Sacramento. The median income averages \$82,000.00 annually and the median home value is \$400,000.00. Approximately 40% of residents hold a bachelor's degree and there is one community college and one private 4 year college within the city limits.

RICA's accepts students at any time throughout the year and as a charter school are expected to accept all students who apply. Current enrollment is 149 students in grades K-12. The school has seen increasing enrollment every year since 2012 with the highest enrollment consistently seen in grades 9-12. Enrollment grew from 63 in 2011 to 201 in 2015. The student population fluctuates throughout the year, with a 2015 average attendance of 176 students. Approximately 81% of RICA students are high school aged, with the remainder split evenly between middle school and elementary.

The majority of students are Caucasian (68% - 74%) with Hispanic/Latino closest (9.5% - 18.5%). The majority of families are considered middle class, but over the past 3 years, between 22% and 39% of students are identified as socioeconomically disadvantaged - a higher relative percentage than the two comprehensive high schools.

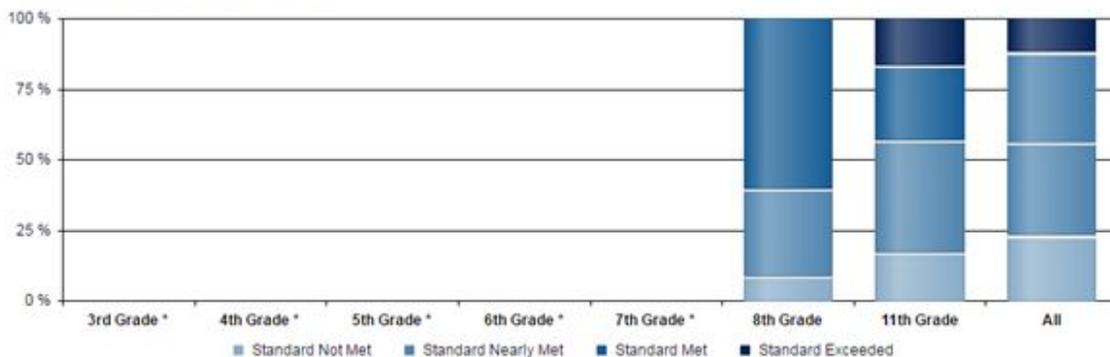
The results of the CAASP test data shows that in Language Arts, 62% of 8th graders have met the standard, 31% nearly met, and 8% have not met the standard. For Math, only 15% of our 8th graders met the standards, 8% nearly met the standards, while 77% of students have not met standards. In 11th Grade Language Arts, 17% exceeded the standard, 26% met the standard, 40% nearly met, and 17% did not meet the standard. For Math, 4% exceeded the standard, 9% met the standard, 13% nearly met, and 74% did not meet the standard.

Graduation rates, as well as SAT and other traditional data is difficult to gather at this point for RICA. The school has only 2 years of operation with the current program and the flux of students in and out of the program, returning to other programs, makes it complicated to compare graduation rates and student success data. In the LCAP for RICA, the school has set a goal to increase graduation rates by 5% (from a 2015 rate of 79.5%) but this past year did not meet the goal, instead seeing a decline of 1.9%. Similarly, the LCAP has an expected outcome of increasing the percentage of students meeting UC/CSU college entrance requirements from 2.1%. For the 2015 school year they saw a decline of .3% instead.

CAASP DATA/CHARTS:

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

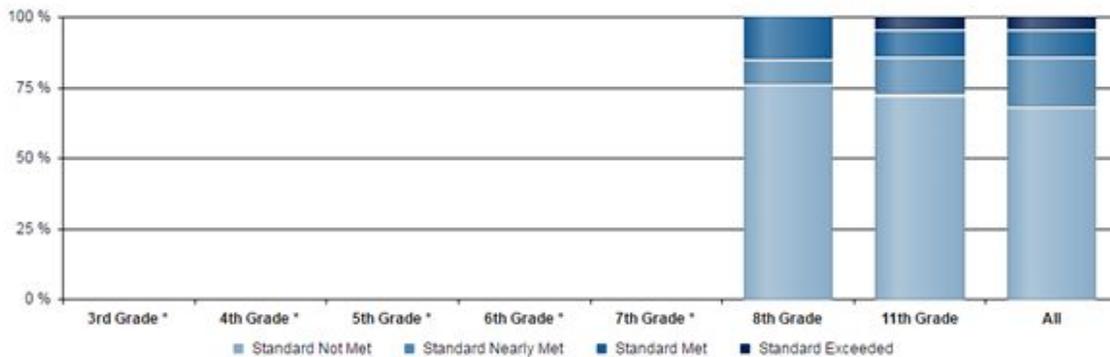


[English Language Arts/Literacy Achievement Level Descriptors](#)

▶ All Students

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

2015 CAASPP Test Results

Rocklin Independent Charter Academy School

All Students - California Standards Test Scores

County Name: Placer County

District Name: Rocklin Unified District

School Name: Rocklin Independent Charter Academy School

CDS Code: 31-75085-0128561

Total Enrollment: 123

Total Number Tested: 115

Total Number Tested in Selected Subgroup: 115

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

Reported Enrollment

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|---------------------|---|---|---|---|---|---|----|---|----|----|
| Reported Enrollment | | | | 4 | | | 16 | | 39 | |

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

| Result Type | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|----------------------|---|---|---|---------|---|---|--------|---|--------|----|
| Students Tested | | | | 4 | | | 13 | | 37 | |
| % of Enrollment | | | | 100.0 % | | | 81.3 % | | 94.9 % | |
| Students with Scores | | | | 4 | | | 13 | | 37 | |
| Mean Scale Score | | | | * | | | 344.1 | | 363.4 | |
| % Advanced | | | | * | | | 15 % | | 22 % | |
| % Proficient | | | | * | | | 8 % | | 38 % | |
| % Basic | | | | * | | | 62 % | | 30 % | |
| % Below Basic | | | | * | | | 15 % | | 8 % | |
| % Far Below Basic | | | | * | | | 0 % | | 3 % | |

The program model is a “3-Tier Blended School model” that includes online classes, direct instruction, project based and independent study. High school students are on campus 6-8 hours week and elementary and middle school students are on campus 10 hours week. The school operates with a small staff and administration of 21 covering grades K-12 and only administration, office staff and one resource teacher are full time. All faculty are credentialed and some are in the process of adding certifications to cover the classes they teach outside their main credential area.

The school has identified a number of critical learner needs. Foremost, low performance in mathematics is a critical need for the program and RICA has already added programs for remediation and additional support at the high school level. At the elementary and middle school level, they are evaluating switching program focus from math as a home school independent course to bringing math back to the classroom and moving the social studies curriculum to home program. School-wide, they have identified the need to expand the use of baseline, formative and summative assessments to inform teaching decisions and program direction

and have begun using I-Ready to accommodate both math and ELA. Planning for anticipated growth is definitely a current challenge that continues going forward, as is the need for additional electives and extracurricular activities. The school has added faculty run committees that will provide yearbook, dances, a school garden, school spirit and a talent show. Finally, as RICA continues to grow there are other areas that will need to be addressed. Some of these issues include the sharing of the clerical staff with Victory High School. Currently, the principal's secretary, the registrar, and the discipline tech all share duties with both schools. As RICA continues to grow, dedicated clerical staff options will have to be considered. Currently they have a 40% counselor, but with the growth of the program this will not continue to be enough.

Chapter II: Progress Report

Over the past three years, RICA has evolved from an independent study program to a 3 Tier Blended Model school. The program has moved away from a focus on credit recovery and added classroom based education along with independent home based work assignments. There has been a major change to staffing with the majority of faculty new to the school as of this transition of three years. The enrollment has increased and the program has expanded to include more electives, math support classes, student activities and counseling support on campus. The district administration and board of trustees support the school change and are willing to back the ongoing changes ahead. The school has followed up with a plan for January 2017, to begin a new Strategic Plan, that will reevaluate the previous school Mission and outline the program direction for the future.

During the 2010 visit, the school (an independent study program at the time) developed 8 critical areas for follow up:

1. Strengthen the impact of ESLR's by emphasizing indicators to measure student achievement of Expected School-wide Learning Results.

This goal has been met with a focus by faculty and administration on increased work with students and families on the ESLR's and student involvement in review of their achieving the school's expected schoolwide learning results.

2. Provide staff with adequate training in technology, specifically in the areas of Datawise, AERIES, and TeleParent systems.

This goal has been met as faculty and staff have participated in ongoing training in the technology chosen.

3. Develop and adopt unified assessments to promote uniformity in assessment methods school-wide.

Faculty are working with standardized programs for consistent assessment tools that can provide data on student progress across grade levels. Specifically they have added Schoology and I-Ready programs to the school and all students are using these tools

4. Develop additional strategies to more fully support students who range at Basic, Below Basic, and far Below Basic Standardized testing.

The development of Recovery classes and increased instruction time in mathematics are working to address the clear needs in students skills.

5. Complete the efforts to fully align Language Arts and applicable courses with State Standards.

This goal is in progress with faculty working to create rubrics and align the Language Arts curriculum to state standards and increase coherence across grade levels.

6. Establish assessments in all subjects to better help students acquire essential knowledge as measured by the California State Standards.

The faculty have devoted staff time and collaboration time to developing program support to improve student success in this area. This goal is in progress as the programs become more established.

7. Develop ways to increase ADA attendance by the school target of 3%.

Staff have increased their follow-up with parents and students , including adding automated programing, calls and text to follow up on students and get them to attend classes. They expect to see an increase in ADA % for the 2016-2017 academic year.

8. Continue the engagement of Focus on Learning as a means of commitment to school growth and support of student achievement.

The school feels there has been a significant improvement in this area since the last visit. To date there has been limited parent involvement, but the school has begun an Advisory Council that meets monthly and includes 5 parents and 3 students. This council will review school progress and the schoolwide action items going forward.

Three more Critical Areas were added following the mid year review in 2013;

1. The needs for blended style classrooms and A-G academic classes. As a result of not having a full complement of A-G approved courses, students have been turned away.
2. The need for a classroom type of instruction for math, particularly Algebra or needed options for struggling math students.
3. Alignment to the Common Core Standards. With Common Core Standards coming soon, we will have to evaluate our entire curriculum to ensure that what we teach is Common Core aligned. This process may be extensive in some areas and minor in others. With the decision to convert to a Charter Program, many of these new action plans will be an instrumental part of our charter petition.

The school has met most of these goals and the ones not met, continue as areas of focus within the current program, if not actually goals in the action plan. They have added A-G courses for core classes and many electives, some using the online program Odyssey and increased mathematics support and direct instruction by adding a Mathematic Lab. Common Core alignment is in progress and a focus for the Language Arts program at this time. Some of the changes are very new, just implemented in the spring of 2016 and have yet to be established or been in place long enough to assess effectiveness.

Chapter III: Self-Study Process

The RICA program established their ESLR's during the previous self study process and they continue into this self study.

Expected Schoolwide Learning Results

We believe that all students graduating from Rocklin Independent Charter Academy will be prepared to meet the demands of today's society by demonstrating mastery of the Expected Schoolwide Learning Results (ESLR's).

Rocklin Independent Charter Academy will prepare students to become:

Self -Directed Lifelong Learners who:

Set and achieve goals.

Self-evaluate and revise in the process of achieving goals.

Demonstrate self-respect by developing a strong work ethic towards personal & academic goals.

Critically Thinking Problem Solvers who:

Develop problem-solving strategies.

Distinguish fact from opinion.

Connect ideas across subject matters to accomplish meaningful tasks. Collect and interpret information for meaningful writing assignments.

Academic Achievers who:

Exhibit proficiency in Reading, Writing, and Math.

Demonstrate the ability to read, write, and listen reflectively and critically.

Write and speak with confidence and clarity to a diverse audience.

Technologically Literate who:

Proficiently use computers and commonly used production software. Explain the application of technology in different disciplines.

Valued Community Members who:

Understand the role and responsibilities of a citizen.

Demonstrate knowledge of human diversity and understand the importance of individual differences.

Exhibit respect towards peers, adults, and the community.

The process of the self study began under different school leadership than is in place at this point. The WASC chair was Kathie Nevins, who along with Skott Hutton, the new Vice Principal, has operated in a leadership position. These two worked very hard to include faculty this past year and develop a review of the school program that is meaningful to the faculty and effective for students and their families. The entire faculty and staff were involved in reviewing the school progress and starting to address what changes they want to see to develop RICA into successful the blended program they envision.

The school is small with one teacher for each grade level in most subjects at the high school level and one teacher for 2 grades in the elementary level. They worked on the Self Study as a full group, but did not include parents/district people or students until May 2016. The process involved using teachers and administration to complete the study and all members of the school faculty and staff were involved in Chapter 4 Focus groups. There were no parents involved in the focus groups over the past two years and although district administrators and students were involved in the final review, the ongoing process had minimal input from these groups. The survey information from parents and students is very positive and through the survey data they developed some of the program changes being implemented this year. Specifically the addition of more school activities and extracurricular activities for students. They have actively sought ways to increase parent and student involvement in creating a stronger community at RICA, but the ideas and programs are too new to evaluate.

The self study process at RICA has been difficult because of the change of program mid cycle and the change in administration to oversee this new program. This is a school starting off with new and exciting ideas, but one that is at the beginning of the process. They have used the self study to identify their direction and the recent test results to identify some significant student academic needs. The 3 current Action Items reflect the change in school focus from the previous years and appear as a good start. Yet, the goals themselves will need to be developed more fully to better define what success will actually look like.

GOAL #1: Curriculum – continued implementation of instruction that focuses on higher level thinking with a focus on mathematics and reading strategies.

GOAL #2: Professional Capacity – maintain a comprehensive, collaborative and continuous instructional support system for teachers and staff to enhance professional learning and growth.

GOAL #3: School Culture – Foster healthy relationships between RICA and its families to ensure continuity and support toward student growth.

Overall, the school is a warm and supportive environment for learning. The facilities are well designed, clean, comfortable and safe, but access to space is a problem for this program that shares space and administrative support with another school. The students are engaged and the staff, faculty and administration are well qualified and clearly dedicated to the work. The changes in the past two years are significant and although the evidence supports the success of the program, they have many aspects of the program that are being addressed at once. The Action Items developed address appropriate areas for growth; improving instruction, particularly in mathematics, improving and expanding the professional support for teachers which will improve and support student learning and building the community of RICA. Yet, the school also is struggling with developing internal protocols and procedures that will solidify the program structure for ongoing curriculum development, increased consistency across the program in assessment and grading, and professional development that address the unique nature of this school.

RICA has established the integration of their ESLR's into the core curriculum and throughout the school culture. This is a school where by definition students are encouraged to be self directed, to think critically, to achieve the best, be technology literate and contribute. As they move forward, they will be looking for ways to expand program impact in all of these learning expectations. This is a school that is in the early stages of developing and growing, expanding their services and the manner in which they provide those services to learners. They have a solid program that is meeting the varied needs of their students, but continue to see areas for improvement.

The Action Plan goals appropriately address findings of the self study. The school has added an Advisory Council that meets monthly that includes parents and students and this council will be part of the ongoing review and oversight to the action goals and additional goals and plans to be developed. The upcoming completion of a new Strategic Plan will provide much needed organization to the future plans of the school and a roadmap for ongoing change.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

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

A1. Vision and Purpose Criterion

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

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

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Vision – Mission – Schoolwide Learner Outcomes – Profile: The current vision and mission were developed when the school transitioned to a charter school while the ESLRs remained intact from the prior WASC visit, which occurred when the school was still a district independent study program. RICA's mission and vision statements are aligned to the prompt, but the self study did not address the remaining parts of the prompt regarding how the school profile data impacted the development of these statements, although input was given by staff present at the time of the school's transition to a charter. The school's goals were also discussed and the first goal is closely aligned with the mission of RICA. In addition, there is an annual process for examining the most current data and revising the school's goals.

Going forward, RICA is going through a strategic planning process beginning in January 2017 to look at key areas including the vision and mission. This process will be facilitated by RICA's authorizing district, Rocklin Unified. It will involve all stakeholders and the outcomes include revising the mission statement as well as identifying strategies and objectives for achieving the mission with students. The first step will be to build action planning teams which will include all stakeholders and have sub-committees. The process will start in January with a proposed completion date of April 2017.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: The vision and mission are shared at back to school night and reviewed annually by the advisory council, as are the LCAP goals. Input from stakeholders and the most current data are taken into account as the school revises its annual goals for the LCAP through the advisory council and staff meetings.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP: The mission and vision are communicated to stakeholders at various points in the year including intake meetings, orientations and back to school nights. Additional information is provided regarding school communication in regards to how frequent communication with stakeholders, especially parents, is aligned with the mission.

A2. Governance Criterion

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

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Governing Board and District Administration: The governing board of the school is the same as the elected board of the district and as such all the policies and procedures of the board are the same for RICA as they are for other schools in the Rocklin Unified School District. District staff are fully supportive of the

school and RICA's principal reports to the district's director of secondary education and is included in district and principal meetings as an equal partner. The district and board are fully supportive of RICA and its program and have committed the resources needed to ensure the school is successful and meets the needs of its students and the school's mission. This includes having an elected RUSD board member sit on RICA's advisory council, fully funding online curriculum for the school and having RUSD staff support RICA in the strategic planning process.

Understanding the Role of Governing Board: The governing board of the school is the same as the governing board of the district and as such the same relationship exists between RICA staff and the board as it. The board is supportive of the school and participates with a member on the advisory council.

Governing Board and Stakeholder Involvement: All families are invited to take part in the Advisory Council and the opportunities are advertised in multiple ways. School goals are developed through the advisory council and alignment with the district is assured through collaboration with district staff. The advisory council approves the goals at the school level before they are formally approved by the district board. Goals are regularly reviewed and updated throughout the year based on student need.

Board's Evaluation/Monitoring Procedures: RICA, like all schools in RUSD, is under the governance of the elected board for RUSD which is subject to open meeting laws and all materials from board meetings are available to the public. It is still unclear from the report how the board evaluates RICA, although the site leader does provide updates on goals and other aspects of the school's program at monthly meetings with district staff.

Complaint and Conflict Resolution Procedures: For staff complaints they are first addressed informally at the school level. If they cannot be resolved then district staff is brought in for a resolution. Parent complaints are also first addressed at the site level and attempted to be resolved informally with the individual the complaint is concerning. Should that not suffice, and the complaint fall into one of the categories outlined under the Williams Act, parents may utilize the Williams Uniform Complaint Procedure (UCP) which is communicated to parents each summer. For complaints not falling under one of the categories outlined in the UCP, the school has not yet formalized its internal complaint policies and processes.

A3. Leadership: Continuous Planning and Monitoring Criterion

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

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

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the

leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: The planning process at the school is very collaborative. Staff share ideas and discuss the merits of proposals before determining which ones to implement as a way to implement the best ideas and maintain buy in of staff to ensure strong implementation. In the past year, students have joined the advisory council in order to bring a student perspective to the governing body of the school. RICA is entering a school based strategic planning process in January of 2017. The process will be guided by the authorizing district and involve all stakeholders including the advisory council, students and parents.

Single School Plan for Student Achievement Correlated to Student Learning: Annual SMART goals are created for the SPSA based on current data and views of staff at RICA.

Staff Actions/Accountability to Support Learning: Staff share the responsibility for making changes to support student learning. Communication is done through discussion, often about best practices and frequently during PLC time. Staff also visit classrooms within the school and at other sites. There are also district wide groups who collaborate. At the high school level each quarter staff analyze the grad plan for every student, place struggling students into intervention classes. Discussions happen at staff meetings, grade level teachers get their updated grad plans. Teachers discuss interventions in PLC discussions along with other venues. The effectiveness of these processes for shared decision making has yet to be determined.

Internal Communication and Planning: RICA has an open door policy for issues that arise and will use the district to assist in resolving any issues that cannot be resolved at the site level. Weekly staff emails are sent out along with regular communication via email. Draft agendas are provided in advance and staff can add items as needed.

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?

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Qualifications and Preparation of Staff: All school staff are employees of the district and thus follow the district's hiring process which ensures staff have proper qualifications. The school also effectively screens

candidates for its site to ensure they are a good fit for the program requirements and to meet the needs of the students attending the school. Staff are also trained, or in training, to qualify for VPSS certification which allows more flexibility in the subjects they teach.

Staff Assignment and Preparation: Several trainings take place with all new employees of the district. Site based training also happens and the school reviews the teacher handbook and other site specific programmatic elements. Staff at the school work as a team with high school faculty collaborating for student success and elementary and middle school faculty working together for the success of their students.

Defining and Understanding Practices/Relationships: The school has developed the teacher handbook and utilized the catapult website to codify and communicate policies. In addition, weekly emails are sent to staff. The process of evaluating effectiveness of these procedures has not yet been reviewed.

Support of Professional Development/Learning and Measurable Effect on Student Learning: Teachers are encouraged to pursue professional development opportunities, including district sponsored, curriculum based, including online programs, and classroom and school visits. Funds for PD are set aside annually. Weekly PLC time is set aside for all staff every other Monday. Staff meetings occur on the Mondays opposite the PLC.

Supervision and Evaluation: The school utilizes the district's process for evaluation of staff and feels this process meets their needs and allows for growth. There is flexibility in the process allowing staff to use the administration and other staff as a sounding board and a resource for new ideas.

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?

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions and Their Impact: All initial decisions are resource allocation are made at the district level via the LCAP, which the school gives input on through the principal. Once resources reach the site their allocation is determined based on annual SMART goals which are finalized by the advisory council, but discussed amongst all staff. Staff are able to request funding for professional development which is approved if the professional development aligns to at least one SMART goal. The report is unclear as to how resource allocation is evaluated or what impact the decisions have had on student achievement.

Practices: The school has most of these functions taken on by the district with feedback provided and participation at specific steps still in place for school administration. The district has a standard, acceptable process for implementing these practices. The advisory council finalizes and approves the site plan which allocates the school's categorical funds.

Facilities: Facilities for the school are of high quality and equitable to what students would receive at another district school and are more than adequate to meet the educational health and safety needs of students. The amount of space allocated to RICA has proven challenging for the program to be fully implemented as it grows in population, and is projected to grow even more per the school's charter. For

example, the science lab is shared with another school and thus can only be used by RICA during first period. This classroom also serves as RICA's Art classroom.

Instructional Materials and Equipment: The school has major purchases approved by the Advisory Council and submits all requests to the district, which are then granted. The school has newly adopted curriculum for math, ELA and Chemistry and is looking to make additional purchases of curriculum in other subjects. While the report does not detail the selection process the school goes through to determine which materials to purchase, the quality of instructional materials is appropriate and teachers have options and flexibility when selecting the specific materials to use for their lessons as they can select from several sources. Individual teachers research curriculum and if it impacts more than one teacher then they collaborate prior to selecting new curriculum. The effectiveness is discussed in staff meetings throughout the year, using student results as one factor in evaluating the effectiveness of the curriculum selected.

Well-Qualified Staff: The district recruits applicants for positions and maintains credentials to ensure all staff are placed appropriately. The school includes administrators and teachers in the hiring of new teachers to ensure a fit with the program. Professional Development is made available to all staff, including mandated trainings for new staff such as BTSA. While the district ensures that only qualified staff are employed at the school, there are some challenges associated with having only part time staff and with sharing administrative resources with another site.

Long-Range Planning: The district sets LCAP goals, with feedback from a variety of sources, and then the school sets its own annual goals in alignment with the district goals. Daily lessons even have alignment to the school and district goals. RICA has autonomy so the LCAP for RICA supports that autonomy. All stakeholders were included in the LCAP development process with support from district staff in facilitating the process. There is alignment between the district LCAP and RICA's.

A6. Resources Criterion [Charter Schools only]

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

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: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school's advisory council, which is marketed to all at Back to School Nights, is responsible for updating the school's SPSA annually and discusses the LCAP, financials and long range planning and goals of RICA. This school has yet to focus on marketing effectiveness.

Regular Accounting and External Audit Procedures: Outside of tracking and reporting ADA, other functions in this area are handled by the school's authorizer, Rocklin Unified School District.

Processes for Implementation of Financial Practices: As a dependent charter school, this area is governed and handled by the policies of the Rocklin Unified School District and the district staff.

Budgeting Process — Transparency: The school goes through an internal approval process of financial spending plans (SPSA and LCAP) using the school's advisory council as the mechanism for approval prior to going before the board of the authorizing district.

Adequate Compensation, Staffing, Reserves: As the school has grown, so has the staff to ensure the needs of students can be met. However, there are clear challenges associated with having only part time staff and with sharing administrative resources with another site.

The school is part of a unified district so compensation systems and the reserve are handled at the district level.

Marketing Strategies: The school implements some marketing strategies to ensure the public is aware of the program as an option. The school has also taken the step of exploring how to improve this aspect of the program and the district markets the school as well as an option to families. There is also an advisory council with parent members, allowing for additional communication between home and school. If the school plans to grow to the numbers stated in its charter significantly more resources will need to be dedicated to marketing compared to the present plan.

Informing the Public and Appropriate Authorities: The school has several measures in place to ensure the public and others stay properly informed of the school's financial state, needs and plans such as the single plan, advisory council and LCAP. In addition, as a dependent charter school operated by a unified district, much of the compliance driven oversight is handled at the district level.

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

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

From the self-study:

- Significant support from the district and administration for teachers to provide the best opportunity for students to be successful in the classroom.
- Communication & Collaboration amongst staff, students, administrators, and district personnel.
- Strong emphasis of Professional Development (including the use of Technology) to bring the most engaging instructional strategies into the classroom.
- Highly qualified and successful staff (classified and certificated).
- Strong cohesive and positive staff on campus as evident by the working relationships of the staff and the overall job satisfaction of staff.

From the visiting committee: We recognize the strengths highlighted by the school team in their self study and want to validate and expand on what we learned through the self study and the site visit.

- The staff at RICA are the school's greatest asset and their 'whatever it takes attitude' is modeled by the school's vice-principal, Skott Hutton. Not only has he been able to assemble a tremendous team of dedicated individuals, all of whom are willing to go above and beyond for their students, but he has also put structures in place to allow the team to grow and collaborate as a unit.
- In addition, the strength of the program is reflected in the growing student population.
- Teachers have the ability to freely offer suggestions, bring forth issues and pursue professional development that they believe would be best for their position.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

From the self-study:

- The need to improve the offerings of extra-curricular activities, engaging instructional strategies, and connections to the community and local colleges.
- While communication exists, there needs to be stronger participation by parents in the learning process (checking grades, given opportunities to participate in events, and communication with teachers.)
- Partnerships with local community colleges.

From the visiting committee:

- We agree with the school's selected areas for growth focused on improve offerings and would like the school to narrow the focus to look at providing more opportunities for teachers to learn, practice and master their instructional strategies.
- The strategic planning process will be a key next step for the RICA team in solidifying the vision and purpose of the school, from which all other aspects of the program can be better defined and then executed.

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

From the self-study:

- Self study
- Interviews with staff
- School tour and classroom observations
- Supporting documents
 - RICA vision and mission
 - LCAP
 - Single Plan
 - Advisory Council materials

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?

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

RICA uses educational research to buttress their instructional approaches. The school has recently adopted a Blended Model approach in which students combine online learning with classroom instruction. The school has begun to employ a “Flipped Model” of instruction where students learn the lesson at home and do the project(s) at school. These two approaches allow the staff and students to spend more time together than the one-hour model that existed previously. The Blended Learning model also allows the staff to implement Common Core strategies such as collaboration more easily. In addition, the staff have piloted programs like Naviance, Project Based Learning, and web based programs such as NewsELA to enhance its program for the benefit of its students. Other educational research areas are identified and shared with RICA through Site Administration or the district office.

RICA has improved their ability to offer students the option of immediate entrance to UC/CSU with the addition of A-G status for its core courses. The school supplements A-G offerings with Odysseyware courses that are A-G approved. Only two courses-Integrated Math 3 and Earth Science-are non A-G approved at the time of this report writing. RICA is a standards based school and is working to align standards across content areas. The school is also working to include the anchor standards across the curriculum.

All courses and materials at RICA are Common core aligned and supported. Due to the nature of the courses at RICA (e.g.:Independent Study) students demonstrate the ESLR’s of Self-directed Lifelong Learner and Critically Thinking problem solvers through their course work that is done at home and in the projects that they complete.

RICA employs Project Based Learning in grades K-12. This practice integrates content and skills from multiple disciplines including ELA and Social Science. Math is included depending upon the topic chosen by the teacher.

The school articulates regularly with feeder schools and local colleges like Sierra College. Counselors and administrators regularly communicate with feeder schools to discuss the viability of the program for students as well as transitions back to a traditional setting. While the school communicates regularly with the other comprehensives and with Sierra College, there is no practice regarding follow up studies with graduates regarding the effectiveness of their program.

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 prepare them for the pursuit of their academic, personal, and career goals?

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

RICA provides college and career exploration as well as access to pre-technical training. Students have access to regular discussion of post-secondary options through Schoology assignments, Flight School, Naviance, career fairs, Design Your Own Course, and assessments like the ASVAB. The school puts a high priority on graduation plans and uses the Portfolio project to achieve that goal. In the Portfolio class, students establish career goals, develop a personal resume, and participate in mock interviews. Students also receive assistance and information regarding career and college exploration and planning, scholarship and financial aid information, general employment skills, community service opportunities, and military options. The school counselor also meets with students to discuss post secondary options.

The staff at RICA are working toward a rigorous, relevant, and coherent curriculum for students through the courses/programs that are offered. Project Based Learning, a structured writing program (Institutes for Excellence in Writing), current events, simulations and real world applications in biology are all strategies the staff use to build rigor and relevance.

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. During orientation meetings, staff discuss the variety of learning options at RICA. Students can pursue a Blended Learning Independent Study model or a pure Independent Study model. In both scenarios, parents are a regular component of the conversation regarding student goals and learning plan. Staff K-12 communicate with parents regularly (via face to face, email, texts, letters, etc.) to discuss options and progress with the student. In addition, Schoology allows parents to check on their students' progress at any time.

All graduates at RICA have to complete the Portfolio project in which students map out their post secondary options. While Portfolios are a fixture at the school, the staff have not evaluated the effectiveness of the practice and have fallen away from group scoring.

B3. Preparation for Career and College Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program and be prepared for success in college, career, and life?

The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes. While the school employs PLC's as a strategy, analysis of student work is done on an individual basis. Curriculum is aligned to CCSS through the textbook publisher or online provider. Formal analysis of the student achievement of ESLR's is not a regular component of practice at RICA though it is a component of the Graduation Portfolio.

Curriculum review and evaluation of program areas is not a practice at RICA at this time. Though staff are aware of the need, this has yet to be implemented. Curriculum is developed at RICA. Staff pull materials

from a variety of sources to support the variety of student needs at RICA. Grading at RICA is similar between teachers in K-6 and 7-12 however, staff should review grading policies and practices as discussion revealed some variation in expectations.

The staff at RICA are in the early stages of evaluating curriculum at RICA. In PLC, staff have begun to look at writing expectations at the various grade levels.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any): School Finds

- Communication with parents by both teachers and administration is an area of strength for RICA. Teachers are dedicated to this, and it is even included as part of our pay structure and workplace expectations.
- We possess and utilize multiple Common Core curricula extensively.
- We have many real-life applications and research-based pedagogies.
- Our use of blended and online learning is ahead of the curve.
- RICA's ability to meet individual and diverse needs of students exceeds that of any traditional school program.
- Emphasis on college and career readiness and preparation.

The VC agrees with the school findings and would add;

- Regular communication with parents by both teachers and administration (K-6)
- RICA offers multiple pathways of Independent Study including Blended Learning and Pure Independent Study
- RICA offers students access to a variety of electives through Odysseyware
- The use of research to adjust program to meet the needs of its students and community
- Creation of A-G coursework that supports student access to college and career readiness

Key issues for Standards-Based Student Learning: Curriculum (if any): School Finds

- Follow-up studies of graduates and/or students who switch schools does not exist and needs to be implemented to better evaluate the strengths and weaknesses of our programs for students' future success.
- Aligning all curriculum with standards and throughout school.
- Feeder school congruency remains an issue, since we receive students from many schools and districts.
- The number of elective courses remains a growth area.

The VC agrees with the school findings and would add;

- Planned implementation of the analysis of student work in PLC or other structure for rigor/relevance.
- Evaluation of curriculum and resources (I-Ready, Odysseyware) for how it meets the specific needs of RICA students

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

- Staff interviews
- Schoology Screenshots
- Grad Plan
- ESLR's

- Intake Powerpoint
- Orientation Meeting

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: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Results of Student Observations and Examining Work: The school has aligned all math and ELA work to the CCSS, but offers a variety of opportunities for differentiated instruction for teaching, learning and demonstrating knowledge through assessments. Curriculum and assessments are modified for students with IEPs and those in extreme circumstances. Some high school students are on a full independent study program if the school determines that to be the most appropriate course of study, which is on a case by case basis. Through online instruction, students see the schedule for the course and when assignments are due. It is unclear from the self-study how student work is examined and used to drive decisions going forward, however samples of student work are included with the weekly ADA reports. In elementary grades parents are the primary teachers for math and English and as such are responsible for reviewing student work in those subjects. It is also unclear how instruction is modified based on student work beyond the individual teacher adjusting during class.

Student Understanding of Performance Levels: Students in grades 7-12 analyze each RICA ESLR by writing a paragraph connecting the ESLR to life outside of school. Students also have access to the standards their courses are aligned to, along with the expectations for each course and each assignment, which are available via the online curriculum, Schoology. There was not a clear discussion of how students' knowledge of the standards and expected performance level is measured, but it is clear how students can access the necessary information.

Differentiation of Instruction: Instruction is delivered in several ways including through different mediums of technology and in various ways to address multiple learning modalities such as tactile, auditory and visual learners. The school states these delivery methods keep students engaged and online tools assist with monitoring work, such as online quizzes through kahoots.it, and giving students feedback. Instructional rounds are being implemented January, 2017. Student assignments and discussions are completed online, allowing teachers to monitor progress, check for understanding, and make adjustments to upcoming in-person class sessions to address or reteach misunderstandings observed. During in person sessions the classes are small enough to allow teachers the ability to observe each student and adjust as needed in real time.

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 engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising

practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [INACOL Standard K, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Knowledge: Teachers present content using a variety of technology platforms and some researched based practices such as project based learning questions and learner outcomes. Different instructional techniques are used in class to address multiple learning modalities, including bringing real world experiences into the classroom. Project based learning, especially at the younger grades, ensures students engage in hands-on experiences.

Teachers as Coaches: As a blended learning school with some independent study characteristics and small class sizes, coaching is a natural part of the school's model given that the majority of time teachers are not teaching a whole class of students. Project Based Learning experiences are designed by teachers to create engaging learning environments in science and history while guided and independent practice in ELA and math allow for coaching as well. For younger students, math and ELA instruction take place at home allowing parents to fulfill the role of a coach for one on one instruction. Time is structured into the schedule to allow for coaching of individual students to occur at RICA. Access to this work is determined on a case by case basis.

Examination of Student Work: For younger students the PBL model provides a platform where they demonstrate their knowledge, which includes presentations starting in Kindergarten. Students learn various ways to organize and present their information, and a majority of work is posted online. Older students use a variety of methods to find and present information. Students often look beyond the textbook and curriculum for information and are able to access a variety of sources to expand their learning. Teachers are able to monitor student work through what is posted online. Various examples of student assignments are described by the school and there is time during the PLC block to look at student work.

Real World Experiences: Secondary students work towards completion of a graduate portfolio that contains many elements pushing students to engage in career preparation activities including producing a resume and interviewing someone working in the career field of their choice. The school has discussed starting career and college exploration in lower grades and considered using Naviance with students before senior year as a way to align their coursework with the students' desired or selected career paths. There is also discussion of connecting with community colleges to assess student success beyond RICA.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

From self study:

- RICA uses a variety of learning approaches and modalities to address the needs of all students.
- Schoology LMS is a tremendous asset in both delivering, teaching, and monitoring our students' progress and curriculum.
- The Blended Learning model (Core classes) is ideal for the Independent Study setting.
- RICA also offers a strictly independent model where students only see their teacher once a week and complete all of their required work at home. This is a benefit for teen moms, 5th year seniors, and students with medical conditions that prevent them from attending school regularly.
- RICA has online course through Odysseyware in which, (if needed) a student could complete the majority of their credits through the online model.
- ESLR's are incorporated into the curriculum by way of the Orientation and the Graduation Portfolio.

From the visiting committee: We recognize the strengths highlighted by the school in their self study and want to validate and expand on what we learned through the self study and the site visit.

- The differentiated learning approaches provided by RICA are a tremendous asset to the variety of students who come to the school, especially given their diverse sets of needs.
- RICA has responded to community demand by implementing a blended learning model that serves as an effective option for students who are between the true independent study program and the daily offerings at a comprehensive program.
- Staff at RICA are able to customize the program for each student which is a testament to the staff selection process, their dedication and the structure of the program, especially the small class sizes. Customiz
- The K-6 program faculty provide a warm, supportive setting for all students and their parents and an excellent educational program.
- 7-12 faculty demonstrate excellence in teaching across the board and innovation in curriculum delivery and students support.

Key issues for Standards-Based Student Learning: Instruction (if any):

From the self study:

- Aligning all assignments to Common Core standards and throughout grade levels.
- Grade Level progression of the IEW writing program.
- Increase usage of common rubrics across grade levels for discussions, essays, and/or projects when applicable.
- Use of Naviance across grade levels instead of just senior year.

From the visiting committee:

- We agree with the school's selected areas for growth focused on common rubrics and suggest the school utilizes the PLC process to extend this alignment to additional key instructional areas such as grading policies, instructional strategies and protocols for examining student work to name a few.
- We would like to see RICA implement the Naviance diagnostic at the Orientation step for students so that a program can best be tailored to a student's profile and the student can begin focusing on the steps needed for their graduate profile.

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

From the self-study:

- Self study
- Interviews with staff
- School tour and classroom observations
- Supporting documents
 - Rubrics
 - Sample assignments
 - Examples of resources from technology platforms

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

D1. Using Assessment to Analyze Monitoring 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?

RICA employs a variety of assessments processes to collect, disaggregate, analyze, and report student performance data. Local Assessments such as quizzes, essays and tests give staff immediate feedback which is used to determine areas of differentiation for the student. In addition, I-Ready and CAASPP summative and interim assessments are used to analyze student performance. Communication with parents and students regarding progress is a regular occurrence however, schoolwide analysis of data or a cycle of inquiry is not yet a common practice at RICA. Due to low numbers at the K-6 level, any significant analysis of schoolwide data remains a challenge.

Communication with parents regarding student achievement is ongoing at RICA. Parents and teachers meet regularly to discuss student progress. The use of Schoology allows students and parents to see progress at any time. K-6 data reporting remains a trouble area in regards to CAASPP data; small sample size (5-7 students in a class) makes schoolwide analysis and reporting a challenge.

In the K-6 setting, staff align all assignments and assessments to CCSS. Student success on CAASPP does not mirror student success in classes however. RICA has maintained lower class sizes and this has helped staff to be able to communicate student progress to parents consistently. Staff is aware that there is some inconsistency in alignment of grades to CAASPP scores but has yet to make this a formal component of discussion in PLC meetings.

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

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

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

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction. Teachers use a variety of assessments from quizzes and tests to PearDeck and Kahoot. Teachers modify instruction and adjust instructional practices. Through Schoology, students are made aware of areas of remediation or review. RICA has surveyed its students to gain feedback on the program and progress toward college and career readiness.

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

RICA reports to its stakeholders its student success and progress to the community via the SARC and through board presentations given by the Vice Principal. Data from local assessments and I-Ready is used to monitor and modify instruction and curriculum.

Teachers individually evaluate curriculum embedded and standardized assessments in all subject areas.

The school has not yet developed a formal process for examining these assessments. The school uses assessment results to make changes in the school program. Use of I-Ready assessments have revealed a need to add Pre-Algebra classes to the roster of classes offered at RICA. The school is in the early stages of using data to determine professional development activities. For statewide assessments, RICA ensures that all students have access to a laptop and testing is done in a secure environment. The school employs security systems that maintain the integrity of the assessment process.

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

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any): School Finds

- Sharing of Statewide testing data, when available (Note it is a small sample size)
- Variety of assessment strategies aligned to CACCSS and NGSS
- College and career readiness embedded into learning styles and curriculum
- Online grading allows easy access to students and parents
- Statewide testing data reported to all stakeholders through a variety of forms
- Modifying of instruction/assessment to fit the needs of our students.
- Use of technology as a tool for assessment and maintaining the integrity of the assessment.
- Continual Professional Development for Instructional and Assessment strategies (including involvement in all district led professional development opportunities)

The VC agrees with the school findings and would add;

- Online grading allows easy access to students and parents
- Statewide testing data reported to all stakeholders through SARC and Board Presentations
- Modifying of instruction/assessment to fit the needs of students.
- Use of technology as a tool for assessment (Schoology and I-Ready)

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any): School Finds

- Continue to align tests and curriculum to CACCSS.
- Align Science Lab write-ups across all 3 Science disciplines (Biology, Chemistry, Earth Science)
- Scaffolding curriculum across grade levels, especially in Language Arts.
- Increase the use of Naviance for college and career exploration.

The VC agrees with the school findings and would add;

- Need to embrace PLC process and use it for cycle of inquiry with available data, i.e. writing samples, performance tasks, assessments.
- Need to develop common formatives across the program
- Need to develop practice of evaluation of assessments, curriculum and resources and how they best support student achievement
- Explore securing a TOSA (Teacher on Special Assignment) dedicated to RICA K-12

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

- Progress Reports

- SARC
- Trimester/Semester Grades
- LCAP survey
- Schoology screenshots
- I-Ready results

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?

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Parents are highly involved in the enrollment and orientation of students at RICA. This process allows for a decision by parent and student as to appropriateness of the placement and commitment to the expectations of this type of learning. At the high school level, parents have access through Schoology to student assignments and progress and have regular report cards and teacher meeting and access when needed. At the elementary level, there are frequent parent meetings and weekly contact as the program is taught at home and at school. After enrollment, high school parents are less involved, as most students are on campus only 2 part days a week and often get themselves to and from campus. Increasing parent involvement in creating a RICA community is a program focus for the future.

RICA has many connections to local community and support from businesses, local college and the school district. As the transition services are further developed and more students have interest and access to work/study programs, these relationships should increase.

E2. School Environment Criterion

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

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

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

The school is a safe, clean, and orderly place that provides students comfortable, quiet and appropriate setting for learning. The facilities are shared with Victory High school and, as a result, there are times that the changing enrollment numbers result in cramped quarters and limitations to where and when classes can occur. There are safety protocols in place as mandated by the school district. Internet safety is managed by onsite technology staff and overseen by district technology safeguards. All students and faculty sign an Authorized Use Protocol document for use of technology on campus.

RICA as a school has a strong culture of trust and dedication by the faculty, between the faculty, staff and students and with the outside community. The many community supporters, along with the support of the Rocklin School Board Trustees supports this finding. The school has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement. This is seen in the developing school program, although very much "in progress", is based on high expectations

for all students and they work hard to provide the differentiation needed for the differing learning styles and academic levels of the students.

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 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?

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

The basis of the entire RICA program is one of individualized support and attention to specific student needs - credits, academic skills, managing anxiety, work completion. The school leadership and staff demonstrate innovation in creating individualized approaches for students, even within the classroom based learning experiences. The small class size is key to the success of this approach. In addition, core faculty specialize in one grade level and can provide consistency in material and lessons while allowing for individualization as needed. The current program allows faculty prep time to plan and review student work, but also to be available to students either remotely or in person to provide individual support. The staff include access to a credentialed special education teacher at both the high school and elementary level and special education aide. The faculty report a high incidence of students struggling with anxiety, especially school related anxiety and this year there is a special district project that provides a mental health counselor who faculty refer students to for on-site mental health services. This program is a brief therapy model of 8 sessions using a well respected model for managing anxiety. The program is limited to this year and it is unclear if this resource will continue to be available. The school district psychologist can be available to RICA staff and students, but has a full caseload at Rocklin High School. In addition, Victory High School, where RICA is housed, has a crisis counselor that can also be available if needed.

The curriculum has expanded to include math support, Art, Spanish and French, a weekly lab in Biology and Chemistry and an optional once a week life skills course, called *Flight School*. The use of online classes through OdysseyWare has increased course options and the core classes, as well as Odyssey, are UC approved and provide the access to college prep coursework.

Given the nature of the program, as a blended learning/independent study school, co-curricular activities are limited. This is partly due to student preference, where involvement in school activities is not why they chose RICA. But this may be a changing culture at the school and the faculty and administration are working to add school community events and activity - including a yearbook, field trips, a school garden involvement in campus governance. Parent involvement has been limited as well and increase communication with parent newsletter and parent involvement on the Site Council are new this year.

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 (if any): The school identifies the following areas of strength:

- Students who have felt disenfranchised or unsuccessful at previous schools feel a sense of belonging, acceptance and success at RICA.
- Students feel very connected to their teachers and peers with smaller class sizes.
- Variety of opportunities for academic growth are available for students on campus including: individualized tutoring and intervention, modified curriculum, accommodations, and small learning communities.

The VC agrees with the school findings and would add;

- The orientation process is engaging and involves parents and students in a decision making process, setting the stage for a commitment to the unique learning program at RICA.
- The staff and faculty dedication across the board is a priceless asset of this program. The faculty and most staff only work part time, but are available to students remotely. Specifically the work of the school counselor Rhonda Law who manages all the graduation portfolios, student ins and outs and orientation to the school, stands out as a model of the RICA dedication to student success.
- The access to mental health services appropriate to anxiety management, which is a service that should be considered as key to student success going forward.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

The school identifies the following areas;

- RICA recognizes the need for more students to participate in and feel involved in school activities so they feel even more connected with the school.
- Formalizing the process for accessing grades online and at home so that parents have a unified process to get up to the minute grades for their son/daughter in each of their classes.
- Continue to develop sustainable resources for students who struggle with outside influences (Chemical Dependency, Anger/Depression, Poverty, etc...). Imbed them in the daily resources available to students.
- A more embedded program of providing College/Career/Socio-Emotional support to students (not as additional programs or opportunities but embedded within the overall program of RICA).

It is the view of the VC that increasing dedicated support staff across the board is needed to maintain this program. This would include office staff, technology staff, transition /college counseling, work training and mental health.

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

- Staff schedule where they are available to meet students remotely
- The Orientation program
- Community relationships that provide volunteer opportunities
- School schedule of classes and access to online classes
- Part-time and limited hour schedule for key staff and faculty
- Shared facilities and shared administrator

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength (list numerically)

1. The RICA staff and administration - are dedicated educators and program managers and an excellent fit for the population they serve.
2. The multiple pathways/options for student success
3. The individualized approach to academics
4. The support from the district and Board of Trustees
5. The commitment to developing an innovative program that works for the students it serves.

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Improved curriculum with review of program effectiveness to provide the best educational experience for all students
2. Develop and enhance the professional development at the school to better provide appropriate education options to students
3. Improve communication with parents and add opportunities for student activities and co curricular events

In addition, the Visiting Committee has identified these critical areas that need to be strengthened:

1. A clear definition of the RICA program through the strategic planning process. This would include addressing the facility and staffing needs going forward, especially as enrollment growth is seen as a goal. There is a need for a long term plan with a solid mission that takes the school into the next 6 years with a sense of stability of program, facilities and staffing.
2. Further develop PLC process, creating structure and expectations and align the goals to school needs, specifically curriculum and professional development.

Chapter V: Ongoing School Improvement

The school action plan has 3 goals that are appropriate given the findings of the self study. The school has identified curriculum development, professional development and improved communication with the RICA community as the three areas for the action plan. Overall the schoolwide action plan is lacking enough detail in terms of a step-by-step plan, accountability of resources and personnel, timeline and what success looks like, to be fully reviewed. The VC has requested that the school re-do the Action Plan and submit as an addendum to WASC for final review by the commission. The VC considers this a necessary part of what needs to happen prior to the review of this report by the commission or awarding of term.

The goal to improve curriculum, especially to address the limited progress in mathematics skill in the majority of students, an important goal and one they are able and willing to address. But, the current plan is not clear enough on how this will happen going forward over six years. Currently the faculty have started to look not only at mathematics, but the Literature curriculum and have the resources to address these areas.

The second goal to improve Professional Capacity and enhance professional development and school based structural support for staff and faculty is a goal the VC supports and is supported by the findings. This goal needs to be defined to address what resources support it currently, what will be needed to succeed at this undertaking and who will take on oversight and management. The current structure has not yet developed a way to incorporate a planned and meaningful follow through, but the VC see the potential in the faculty and administration to meet this goal.

The third goal addresses the school culture and improved connections and communication with families. They have begun to look at tools that can support communication and implementing these tools.

Currently, the plans include more activities and extracurricular offerings and better communications through technology. This goal, along with the other two, need specific information on how it will be addressed, managed and reviewed. At this point the VC is unclear on these issues, but the school will be sending updated materials to WASC before the commission review.