ACS WASC/CDE Accreditation Status Worksheet
How are students achieving?
Is the school doing everything possible to support high achievement for all its students?

Directions
1. Discuss the evidence reviewed through the self-study and the visit for each of the factors. Particularly examine the schoolwide strengths and the schoolwide critical areas for follow-up.
2. Individually, read the factors and the supporting rubrics. Mark an “X” for the most appropriate rating in the box provided.
3. Read the attached sheets with the ACS WASC/CDE criteria and indicators prior to marking the most appropriate rating.
4. As a visiting committee, come to consensus on the most appropriate rating. NOTE: The rubrics are guides to assist in the synthesis of the Visiting Committee’s findings from the self-study and visit. Other points may need to be brought into the discussion.
5. Complete the official “Documentation and Justification Statement.”

- Highly Effective: The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school’s program, and the school’s operation.
- Effective: The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school’s program, and the school’s operation.
- Somewhat Effective: The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school’s program, and the school’s operation.
- Ineffective: The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school’s program, and the school’s operation.

<table>
<thead>
<tr>
<th>Accreditation status will be based upon a school demonstrating the following factors:</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
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<tr>
<td>Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.</td>
<td>✔️</td>
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<tr>
<td>All school instructional staff and other stakeholders (e.g., Board, administration, parents, support staff, older students, other stakeholders) involved in data review, analysis and dialogue about perceived strengths and areas of need.</td>
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<tr>
<td>Critical learner needs based on the student/community profile analysis addressed by all stakeholders throughout the evaluation of the school program and operations in relation to the ACS WASC/CDE criteria.</td>
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<td>Self-study occurs in an environment of ongoing systemic analysis of school effectiveness.</td>
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<td>Acceptable progress by all students toward clearly defined schoolwide learner outcomes (critical learner needs), academic standards, and other institutional and/or governing authority expectations.</td>
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<td>Multiple measures show acceptable progress for all students based on the critical learner needs, the academic standards, and the schoolwide learner outcomes.</td>
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<td>Recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies.</td>
<td>✔️</td>
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<td>ACS WASC/CDE CRITERIA</td>
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<tr>
<td>A1. Vision and Purpose that supports high achievement for all students. Defining of the school’s vision and mission through schoolwide learner outcomes and academic standards.</td>
<td>✔️</td>
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<tr>
<td>Review the criterion and indicators in the Attachment before making a determination.</td>
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<td>A2. Governance that supports high achievement for all students.</td>
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<tr>
<td>Category</td>
<td>Standards-Based Student Learning: Curriculum</td>
<td>Standards-Based Student Learning: Instruction</td>
<td>Standards-Based Student Learning: Assessment and Accountability</td>
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<tr>
<td><strong>A3. Leadership</strong>: Continuous Planning and Monitoring that supports high achievement for all students.</td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<tr>
<td><strong>A4. Staff</strong>: Qualified and Professional Development that supports high achievement for all students.</td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<tr>
<td><strong>A5. Resources that supports high achievement for all students.</strong></td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<tr>
<td><strong>A6 &amp; A7. Resources that support high achievement for all students. (Charter schools only)</strong></td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<tr>
<td><strong>B1. Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.</strong></td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<tr>
<td><strong>B2. Access to Curriculum that supports high achievement for all students.</strong></td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<td><strong>B3. Preparation for Career and College that supports high achievement for all students.</strong></td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<tr>
<td><strong>C1. Challenging and Relevant Learning Experiences that supports high achievement for all students.</strong></td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<td><strong>C2. Student Engagement that supports high achievement for all students.</strong></td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<tr>
<td><strong>D1. Using Assessment to Analyze Monitoring and Report Student Progress that supports high achievement for all students.</strong></td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<tr>
<td><strong>D2. Using Assessment to Monitor and Modify Learning in the Classroom that supports high achievement for all students.</strong></td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<tr>
<td><strong>D3. Using Assessment to Monitor and Modify the Program Schoolwide that supports high achievement for all students.</strong></td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<tr>
<td>CATEGORY E: SCHOOL CULTURE FOR STUDENT PERSONAL AND ACADEMIC GROWTH</td>
<td>Highly Effective</td>
<td>Effective</td>
<td>Somewhat Effective</td>
<td>Ineffective</td>
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<tr>
<td><strong>E1. Parent and Community Engagement that supports high achievement for all students.</strong></td>
<td>• Review the criteria and indicators in the Attachment before making a determination.</td>
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<td><strong>E2. School Environment that supports high achievement for all students.</strong></td>
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<td><strong>E3. Personal and Academic Support that supports high achievement for all students.</strong></td>
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</table>

The alignment of a long-range schoolwide action to the school's areas of greatest need to support high achievement for all students.

- **Analysis of all appropriate data/information about the critical learner needs and student achievement, school operation, and program supports the identified prioritized growth areas in action plan.**
- **Strong focus on improving student achievement in each action plan section.**
- **Clarity of each action plan section that includes suggested components.**

<table>
<thead>
<tr>
<th>The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.</th>
<th><strong>Ongoing systemic improvement integral to school’s culture involving all stakeholders.</strong></th>
<th><strong>Addressing prior accreditation findings occurs but not rooted in systemic change at school and data analysis.</strong></th>
<th><strong>Limited addressing of prior accreditation findings occurs.</strong></th>
<th><strong>Little, if any, addressing of prior accreditation findings by leadership and other stakeholders.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• A review annually by school stakeholders of student profile data about achievement and demographics in relation to schoolwide action plan progress.</td>
<td>• Some review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs.</td>
<td>• Limited review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs.</td>
<td>• Little, if any, employment of stakeholders in action plan update.</td>
<td>• Little, if any, addressing of prior accreditation findings by leadership and other stakeholders.</td>
</tr>
<tr>
<td>• Impact of action plan progress on student learning analyzed, including critical learner needs.</td>
<td>• Some stakeholders involved in action plan update.</td>
<td>• Limited involvement of stakeholders in action plan update.</td>
<td>• No formal or informal process regularly used to involve and inform stakeholders.</td>
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<tr>
<td>• Plan updated as needed.</td>
<td>• Informal process for involving and informing all stakeholders.</td>
<td>• Formal or informal process regularly used to involve and inform stakeholders.</td>
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<td>• Formal progress report prepared and shared with all stakeholders.</td>
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The capacity to implement and monitor the schoolwide action plan.

- **Process that includes both formative and summative evaluation in place.**
- **Plan developed collaboratively.**
- **All stakeholders aware and consent to be involved in implementation.**
- **Actions evaluated in terms of impact on student achievement and results shared regularly with all stakeholders.**
- **Evaluation results used to identify priorities and further actions for improvement.**

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<tr>
<td>• Process includes some formative evaluation but focus is mainly summative.</td>
<td>• General awareness and consent to be involved in implementation.</td>
<td>• Limited understanding by school administrative and instructional staff about the need for implementation.</td>
<td>• Process of implementation not clarified as to who and what will be accomplished.</td>
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<tr>
<td>• Plan developed collaboratively.</td>
<td>• Plan evaluated annually.</td>
<td>• Link of action plan to student learning limited, not clearly understood by administrative and instructional staff and other stakeholders.</td>
<td>• Little understanding of need and value of action plan linked to high student achievement by administrative and instructional staff and other stakeholders.</td>
<td></td>
</tr>
<tr>
<td>• General awareness and consent to be involved in implementation.</td>
<td>• School staff and periodically other stakeholders informed of action plan progress.</td>
<td>• Actions may be evaluated in terms of student achievement and other factors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Actions may be evaluated in terms of student achievement and other factors.</td>
<td>• Evaluation results used to identify further actions for improvement.</td>
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</table>
Accreditation Status Determination Attachment

A. ORGANIZATION

A1. Vision and Purpose

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 levels and b) is the school’s purpose supported by the governing board and the district LCAP further defined by schoolwide learner outcomes and the academic standards?

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.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: The processes to ensure involvement of representatives from the entire school business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

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

Regular Review and Revision: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, the district LCAP, global, national, and local needs, and community conditions.

A2. Governance

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; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

Governing Board: The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes: The governing board’s policies are directly connected to the school’s vision, mission, and schoolwide learner outcomes.

Understanding the Role of Governing Board: The school community understands the governing board’s role, including how parents can participate in the school’s governance.

Governing Board’s Involvement in Review and Refinement: The governing board is involved in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.

Professional Staff and Governing Board: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Board’s Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

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.

A3. Leadership

Planning and Monitoring

a) 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? b) To what extent do the school leadership and staff annually monitor the LCAP based on analysis of data to ensure alignment with student needs?

Broad-Based and Collaborative: The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

School Plan Correlated to Student Learning: The school’s Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs, schoolwide learner outcomes, and academic, college, and career standards.

Correlation of All Resources to the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP: There is correlation of the allocation of time/fiscal/personnel/material resources to the implementation, monitoring, and accomplishing of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.
Staff Actions/Accountability to Support Learning: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

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

A4. Staff: Qualified and Professional Development

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?

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

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, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

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.

Support of Professional Development: 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.

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

Measurable Effect of Professional Development: There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance.

A5. Resources

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

Allocation Decisions: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the district's LCAP, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

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, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Facilities: The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program, and are safe, functional, and well-maintained.

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, manipulatives, and laboratory materials are effective.

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.

Long-Range Planning: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A6. CHARTER SCHOOLS

ONLY: Resources

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

Long-range Financial (and other Resources) Plan: The school regularly reviews its long-range (and other resources) plan 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.

Regular Accounting and External Audit Procedures: The school has defined regular accounting and external audit procedures.

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

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

**Stakeholder Involvement:** All stakeholders are involved in future planning, including addressing long-range capital needs.

**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.

**Adequacy of Reserve Funds:** The school ensures the adequacy of reserve funds to ensure the financial stability of the school.

**Decisions — Schoolwide Learner Results:** The school bases resource allocation decisions in relationship to the schoolwide learner outcomes and the critical learner needs of the students.

**A7. CHARTER SCHOOLS ONLY:** Has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

**Written and Adopted Policies/Procedures:** The school has written adopted fiscal policies and procedures for internal controls.

**Annual Financial Audit:** The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing agency and other government entities as required by law.

**Compliance of Personnel:** Personnel follow the fiscal policies and procedures.

**Processes for Implementation of Financial Practices:** The school has processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

**Contracts — Accounting:** The school has a contracting process for services, equipment, and materials and accounts for all contracts of $75,000 or more and their purposes.

**B. STANDARDS-BASED STUDENT LEARNING:**

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

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?

**Current Educational Research and Thinking:** The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**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, and where, applicable, expectations within the courses that meet the UC "a-g" requirements.

**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.

**Student Work — Engagement in Learning:** 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.

**Integration among Disciplines:** There is integration 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.
Curricular Development, Evaluation, and Revisions: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Policies — Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools and 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.


To what extent to all students have 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?

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.

Accessibility of All Students to Curriculum: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

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.)

Monitoring/Changing Student Plans: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

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.

B3. Preparation for Career and College

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

Real World Applications — Curriculum: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Meeting Graduation Requirements: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences

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

Results of Student Observations and Examining Work: The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging and relevant learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Student Understanding of Performance Levels: The students know the standards/expected performance levels for each area of study.

Differentiation of Instruction: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.
C2. Student Engagement  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?

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

Teachers as Coaches: Teachers work as coaches to facilitate learning for all students.

Examination of Student Work: Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather, and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Real World Experiences: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects, and other real world experiences and applications.

D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze Monitoring and Report Student Progress  To what extent does the school staff use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

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

Monitoring and Reporting Student Progress: There are effective processes 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.

Parent/Community and Student Achievement: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Monitoring of Student Growth: The school has an effective system to monitor all students’ progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Basis for Determination of Performance Levels: The school staff has determined the basis upon which students’ grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

D2. Using Assessment to Monitor and Modify Learning in the Classroom  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 findings to modify the teaching/learning process to improve student learning?

Appropriate Assessment Strategies: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Demonstration of Student Achievement: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those with special needs.
Curriculum-Embedded Assessments: The school regularly examines standards-based curriculum embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Student Feedback: Student feedback is an important part of monitoring student 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 relevant in preparing students for college, career, and life.

Modification of the Teaching/Learning Process: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

D3. Using Assessment to Monitor and Modify the Program Schoolwide

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

Reporting Student Progress: There are effective processes to keep district, board, and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.

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.

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?

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Use of Community Resources: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

E2. School Environment

To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the school’s culture characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

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

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.

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

E3. Personal and Academic Support

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?

Adequate Personalized Support: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Direct Connections: The school demonstrates direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes, and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.
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 which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

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

Equitable 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. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the availability of additional support such as extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Co-Curricular Activities: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.