

## WASC/CDE Accreditation Term Determination Worksheet

**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. 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.
  4. 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.

<b>An accreditation term will be based upon a school demonstrating the following:</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Ineffective</b>
<p><b>1. Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.</b></p>	<ul style="list-style-type: none"> <li>• All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need</li> <li>• Self-study occurs in an environment of ongoing systemic analysis of school effectiveness</li> </ul> <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> <li>• All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need</li> </ul> <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> <li>• Partial involvement of all school instructional staff and other stakeholders in the in-depth review, analysis and dialogue of data and information to determine schoolwide strengths and needs</li> </ul> <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> <li>• Lack of involvement of all school instructional staff and other stakeholders in an in-depth review of data and information</li> </ul> <div style="text-align: right;"><input type="checkbox"/></div>
<p><b>2. Defining of the school's purpose through expected schoolwide learning results and academic standards.</b></p>	<ul style="list-style-type: none"> <li>• All stakeholders involved in a consensus building process that determined expected schoolwide learning results based on a clearly understood vision and purpose</li> <li>• Understanding and buy-in of the expected schoolwide learning results by all stakeholders</li> <li>• Indicators of quality developed that assist in the measurability of the expected schoolwide learning results</li> <li>• Staff understand the importance of the expected schoolwide learning results and their integral relationship to the academic standards</li> </ul> <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> <li>• Process involved all administrative/instructional staff and some of the other stakeholders.</li> <li>• Clearly understood vision and purpose</li> <li>• Understanding and buy-in of the expected schoolwide learning results by most instructional staff and other stakeholders</li> <li>• Staff currently working on indicators that assist in the measurability of quality for the expected schoolwide learning results</li> <li>• Staff gaining greater understanding of the importance of expected schoolwide learning results and their relationship to academic standards</li> </ul> <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> <li>• Process focused on a leadership team developing the expected schoolwide learning results</li> <li>• Clearly understood vision and purpose; however need for further consensus and understanding of the expected schoolwide learning results by all school administrative/instructional staff and other stakeholders</li> <li>• School administrative/ instructional staff and other stakeholders just beginning to understand the importance of defining indicators of quality for the expected schoolwide learning results and relationship of goals to academic standards</li> </ul> <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> <li>• Administrative team developed the expected schoolwide learning results</li> <li>• Lack of understanding of the school's purpose and the relationship of the expected schoolwide learning results</li> <li>• Lack of understanding of the relationship of expected schoolwide learning results and academic standards</li> </ul> <div style="text-align: right;"><input type="checkbox"/></div>
<p><b>3. The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.</b></p>	<ul style="list-style-type: none"> <li>• Appropriate disaggregation of all data with clear supporting interpretations</li> <li>• Trends and possible issues identified</li> <li>• Disaggregated data used by the instructional staff and all other stakeholders as an integral part of the self-study process</li> </ul> <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> <li>• Data disaggregated where possible with clear supporting interpretations</li> <li>• Trends and possible issues identified</li> <li>• Disaggregated data used by the instructional staff and other stakeholders</li> </ul> <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> <li>• Some data disaggregated but with unclear or limited interpretations</li> <li>• Trends and possible issues identified to a limited degree</li> <li>• Disaggregated data presented to staff and a few other shareholders in a general manner</li> </ul> <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> <li>• Incomplete data presented and little interpretation provided for instructional staff and others</li> <li>• Data summarized for self-study as time permits and is not used throughout the self-study process</li> </ul> <div style="text-align: right;"><input type="checkbox"/></div>

	Highly Effective	Effective	Somewhat Effective	Ineffective
<b>4. Acceptable progress by all students toward clearly defined expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations.</b>	<ul style="list-style-type: none"> <li>Multiple measures show acceptable progress for all students, i.e., all subgroups of students</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Awareness of the subgroups of students for which stronger achievement is needed and multiple measures show growth targets being reached for these students</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Multiple measures show growth targets are not being reached for many subgroups of students</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Growth targets just beginning to be defined and addressed</li> <li>Multiple measures indicate student achievement is not occurring for many subgroups of students</li> </ul> <input type="checkbox"/>
<b>5. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources that supports high achievement for all students.</b>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>
<b>6. Standards-based Student Learning: Curriculum that supports high achievement for all students.</b>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>
<b>7. Standards-based Student Learning: Instruction that supports high achievement for all students.</b>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>
<b>8. Standards-based Student Learning: Assessment and Accountability that supports high achievement for all students.</b>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>
<b>9. School Culture and Support for Student Personal and Academic Growth that supports high achievement for all students.</b>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination<sup>33</sup></li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Review criteria in Attachment before making determination</li> </ul> <input type="checkbox"/>
<b>10. The alignment of a long-range schoolwide action to the school's areas of greatest need to support high achievement of all students.</b>	<ul style="list-style-type: none"> <li>Analysis of all appropriate data/information about student achievement, school operation and program supports the identified prioritized growth areas</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Analysis of most data/information about student achievement, school operation, and program supports the identified prioritized growth areas</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Analysis of some data/information about student achievement, school operation and program supports the identified growth areas</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Analysis of little, if any, data/information about student achievement and program supports the identified prioritized growth areas</li> </ul> <input type="checkbox"/>
<b>11. The capacity to implement and monitor the schoolwide action plan.</b>	<ul style="list-style-type: none"> <li>Process that includes both formative and summative evaluation in place</li> <li>Plan developed collaboratively</li> <li>All stakeholders aware and consent to be involved in implementation</li> <li>Actions will be evaluated in terms of impact on student achievement and results shared regularly with all stakeholders</li> <li>Evaluation results will be used to identify priorities and further actions for improvement</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Process includes some formative evaluation but focus is on mainly summative</li> <li>Plan developed collaboratively</li> <li>General awareness and consent to be involved in implementation</li> <li>Plan evaluated annually</li> <li>School staff and periodically other stakeholders informed of action plan progress</li> <li>Actions may be evaluated in terms of student achievement and other factors</li> <li>Evaluation results used to identify further actions for improvement</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>General understanding by school administrative and instructional staff about the need for implementation</li> <li>Link of action plan to student learning weak, not clearly understood by administrative and instructional staff and other stakeholders</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Process of implementation not clarified as to who and what will be accomplished</li> <li>Understanding of need and value of action plan linked to high student achievement not understood by administrative and instructional staff and other stakeholders</li> </ul> <input type="checkbox"/>
<b>12. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.</b>	<ul style="list-style-type: none"> <li>Ongoing systemic improvement integral to school's culture</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Addressing prior accreditation findings occurs but not rooted in systemic change at school</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Sporadic addressing of prior accreditation findings occurs</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Little, if any, addressing of prior accreditation findings</li> </ul> <input type="checkbox"/>

# Accreditation Term Determination Attachment WASC/CDE Criteria with Indicators/Prompts

(These indicators summarize important aspects as noted in the suggested areas to examine for each criterion in the WASC/CDE self-study manual.)

## A. ORGANIZATION

### A1. Vision and Purpose

*To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?*

#### **Vision - ESLRs – Profile**

The school has established a clear, coherent vision (purpose) of what students should know and perform; 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.

#### **Development/Refinement of Vision/ESLRs**

The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected schoolwide learning results are effective.

#### **Understanding of Vision and ESLRs**

Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected schoolwide learning results.

#### **Regular Review and Revision**

The school is implementing an effective process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.

### A1. Vision and Purpose: Other Findings

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

### 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 expected schoolwide learning results and academic 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 Educational Association (LEA) plan?*

#### **Governing Board**

There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

#### **Relationship of Governance to Vision and ESLRs**

The governing board's policies are directly connected to the school's vision and purpose and expected schoolwide learning results.

#### **Understanding 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/Refinement**

The governing board is involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results.

**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, including review of student performance, overall school operations, and 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 shareholders are effective.

**A2. Governance: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

**A3. Leadership and Staff**

***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 expected schoolwide learning results and academic standards? b) To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan 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 shareholders, including the staff, students, and parents.

**School Plan Correlated to Student Learning**

The school's Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards.

**Correlation between All Resources, ESLRs and Plan**

There is correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement schoolwide action plan.

**A3. Leadership and Staff: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

**A4. Qualified Staff**

***To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?***

**Employment Policies/Practices**

The school has clear employment policies/ practices related to qualification/statutory requirements of staff.

**Qualifications of Staff**

The school has procedures to ensure that staff members are qualified based on staff background, training and preparation.

**Maximum Use of Staff Expertise**

The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

**Defining and Understanding Practices/Relationships**

The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Internal Communication and Planning**

The school has effective existing structures for internal communication, planning, and resolving differences.

**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. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, 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.

**A4. Qualified Staff: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

**A5. Ongoing Professional Development**

*To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that is focused on identified student learning needs?*

**Support of Professional Development**

The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results.

**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 on student performance.

**A5. Ongoing Professional Development: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

**A6. 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 and the expected schoolwide learning results?*

**Allocation Decisions**

There is a relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic 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 and purpose and are safe, functional, and well maintained.

**Instructional Materials and Equipment**

The 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 and nurturing of a well-qualified staff, including ongoing professional development.

**Long-Range Planning**

The district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results are effective and are regularly evaluated.

**A6. Resources: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

**A7. CHARTER SCHOOLS ONLY: Fiscal Operations**

*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 purpose and expected schoolwide learning results. Decisions about resource allocation are directly related to the school's purpose and schoolwide learning results.

**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 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 Learning Results**

The school bases resource allocation decisions in relationship to the expected schoolwide learning results and the critical academic needs of the students.

**A7. Charter Schools: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

**A8. CHARTER SCHOOLS ONLY: Fiscal Operations**      *Has the charter school developed polices, 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; the monitoring of payroll information; the review of bank reconciliations and deposits/withdrawals of all school financial accounts; 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.

**A8. Charter Schools: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

**B. CURRICULUM**

**B1. 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 and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]*

**Current Educational Research and Thinking**

The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

**Academic Standards for Each Area**

The school has defined academic standards for each subject area, course, and/or program.

**Congruence**

There is congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results.

**Student Work-Engagement in Learning**

The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide student goals (ESLRs).

**Accessibility of All Students to Curriculum**

A rigorous, relevant and coherent curriculum to all students is accessible to all students. 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 special needs students.

**Integration Among Disciplines**

There is integration among disciplines at the school.

**Curricular Development, Evaluation, and Revisions**

The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all 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. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1. Curriculum: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

**B2. Curriculum**

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

**Variety of Programs-Full Range of Choices**

All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education and pre-technical training for all students.

**Student-Parent-Staff Collaboration**

Parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals.

**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 post high school options and regularly evaluates their effectiveness.

**B2. Curriculum: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

**B3. Curriculum**

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

**Real World Applications-Curriculum**

All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

**Meeting Graduation Requirements**

The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

**B3. Curriculum: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

**C. INSTRUCTION****C1. Instruction**

*To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?*

**Results of Student Observations and Examining Work**

The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results. 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 beforehand the standards/expected performance levels for each area of study.

**Differentiation of Instruction**

The school's instructional staff members differentiate instruction and evaluate its impact on student learning.

**Student Perceptions**

The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences.

**C1. Curriculum: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

**C2. Instruction**

*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?*

**Current Knowledge**

Teachers are current in the instructional content taught and research-based instructional methodology.

**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 expected schoolwide learning results.

Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

**Real World Experiences**

Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

**C2. Instruction: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

**D. ASSESSMENT AND ACCOUNTABILITY: ANALYSIS****D1. & D2. Assessment and Accountability**

*D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?*

**Professionally Acceptable Assessment Process**

The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

**Basis for Determination of Performance Levels**

The school 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.

**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 and the expected schoolwide learning results, 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 and the expected schoolwide learning results.

**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.

**Monitoring of Student Growth**

The school has an effective system to monitor all students' progress toward meeting the academic standards and expected schoolwide learning results.

**D1–2. Assessment/Accountability: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

**D3. & D4. Assessment and Accountability**

*D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results? D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?*

**Assessment and Monitoring Process**

The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

**Reporting Student Progress**

There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results.

**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.

**D3–4. Assessment/Accountability: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

**E. SCHOOL CULTURE AND STUDENT SUPPORT**

**E1. School Culture and Student Support**

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

**Regular Parent Involvement**

The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

**Use of Community Resources**

The school uses community resources to support students, such as professional services, business partnerships, and speakers.

**Parent/Community and Student Achievement**

The school ensures that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co-curricular program.

**E1. School Culture/Student Support: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

**E2. School Culture and Student Support**

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

**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.

**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.

**E2. School Culture/Student Support: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

**E3–4. School Culture and Student Support**

*E3. To what extent so all students receive appropriate support along with an individualized learning plan to help ensure academic success? E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?*

**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.

**Direct Connections**

The school has direct connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services.

**Strategies Used for Student Growth/Development**

Strategies are used by the school leadership and staff to develop 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.

**Equal Access to Curriculum and Support**

All students have access to a challenging, relevant and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the 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 and expected schoolwide learning results.

**Student Involvement in Curricular/Co-Curricular Activities**

The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

**Student Perceptions**

The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

**E3–4. Culture/Student Support: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.