

ACS WASC/CDE Accreditation Status Determination 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 growth areas for continuous improvement**.
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.

Accreditation status will be based upon a school demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
<p><i>Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.</i></p>	<ul style="list-style-type: none"> • 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. • Major student 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. • Self-study occurs in an environment of ongoing systemic analysis of school effectiveness. <p style="text-align: right;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need. • Major student learner needs addressed to some degree in the evaluation of the school's program and operations in relation to the ACS WASC/CDE criteria. <p style="text-align: right;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Partial involvement of all school instructional staff and other stakeholders in the in-depth review, analysis and dialogue of major student learner needs and student data/ information. • Partial involvement in addressing major student learner needs in the evaluation of the school's program and operations in relation to the ACS WASC/CDE criteria. <p style="text-align: right;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Lack of involvement of all school instructional staff and other stakeholders in an in-depth review of major student learner needs and student data/information. • Lack of involvement in evaluating school's program and operations related to major student learner needs and the ACS WASC/CDE criteria. <p style="text-align: right;"><input type="checkbox"/></p>
<p><i>The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.</i></p>	<ul style="list-style-type: none"> • Ongoing systemic improvement integral to school's culture involving all stakeholders • A review annually by school stakeholders of student profile data about achievement and demographics in relation to schoolwide action plan progress. • Impact of action plan progress on student learning analyzed, including major student learner needs. • Plan updated as needed. • Formal progress report prepared and shared with all stakeholders. <p style="text-align: right;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Addressing prior accreditation findings occurs but not rooted in systemic change at school and data analysis. • Some review by a few stakeholders on action plan progress and impact on student learning, including major student learner needs. • Some stakeholders involved in action plan update. • Informal process for involving and informing all stakeholders. <p style="text-align: right;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Limited addressing of prior accreditation findings occurs. • Limited review by a few stakeholders on action plan progress and impact on student learning, including major student learner needs. • Limited involvement of stakeholders in action plan update. • No formal or informal process regularly used to involve and inform stakeholders. <p style="text-align: right;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Little, if any, addressing of prior accreditation findings by leadership and other stakeholders. <p style="text-align: right;"><input type="checkbox"/></p>

<i>Accreditation status will be based upon a school demonstrating the following factors:</i>	Highly Effective	Effective	Somewhat Effective	Ineffective
ACS WASC/CDE CRITERIA				
CATEGORY A: ORGANIZATION				
A1. Vision and Purpose that supports high achievement for all students. <i>Defining of the school's vision and mission through schoolwide learner outcomes and academic standards.</i>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
A2. Governance that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
A4. Staff: Qualified and Professional Development that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
A5. Resources that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
A6. Resources that supports high achievement for all students. <i>[Charter Schools only]</i>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM				
B1. Curriculum: Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
B2. Curriculum: Equity and Access to the Curriculum that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION				
C1. Instruction: Student Involvement in Challenging and Relevant Learning Experiences that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>

Accreditation status will be based upon a school demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
C2. Instruction: Student Engagement through a Variety of Strategies and Resources that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY				
D1. Using Assessment to Analyze and Report Schoolwide Student Progress that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
D2. Using Assessment to Monitor and Modify Learning in the Classroom that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH				
E1. Parent and Community Engagement that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
E2. School Culture and Environment that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
E3. Personal and Academic Student Support that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
Acceptable progress by all students toward clearly defined schoolwide learner outcomes (major student learner needs), academic standards, and other institutional and/or governing authority expectations.	<ul style="list-style-type: none"> Multiple measures show acceptable progress for all students based on the major student learner needs, the academic standards, and the schoolwide learner outcomes. Recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with creative and critical thinking skills, communication skills, and other 21st century skills/global competencies. <input type="checkbox"/>	<ul style="list-style-type: none"> Multiple measures show growth targets being reached for some identified student subgroups based on the major student learner needs, the academic standards and the schoolwide learner outcomes. Some recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with creative and critical thinking skills, communication skills, and other 21st century skills/global competencies. <input type="checkbox"/>	<ul style="list-style-type: none"> Multiple measures show growth targets being reached for a limited number of student subgroups based on the major learner needs, the academic standards, and the schoolwide learner outcomes. Limited recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with creative and critical thinking skills, communication skills, and other 21st century skills/global competencies. <input type="checkbox"/>	<ul style="list-style-type: none"> Multiple measures show growth targets being reached by very few student subgroups based on the major student learner needs, the academic standards, and the schoolwide learner outcomes. Little recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with creative and critical thinking skills, communication skills, and other 21st century skills/global competencies. <input type="checkbox"/>

Accreditation status will be based upon a school demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
<i>The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.</i>	<ul style="list-style-type: none"> • Analysis of all appropriate data/information about the major student 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. <input type="checkbox"/>	<ul style="list-style-type: none"> • Analysis of some data/information about the major student learner needs and student achievement, school operation, and program supports the identified prioritized growth areas in action plan. • Focus on improving student achievement in some action plan sections. • General clarity in some action plan sections that includes suggested components. <input type="checkbox"/>	<ul style="list-style-type: none"> • Analysis of limited data/information about the major student learner needs and student achievement, school operation and program supports the identified prioritized growth areas included in the schoolwide action plan. • Limited focus on improving student achievement in action plan sections. • Lack of clarity in action plan sections. <input type="checkbox"/>	<ul style="list-style-type: none"> • Analysis of little, if any, data/information about the major student learner needs and student achievement and program supports the identified prioritized growth areas. • Little, if any, focus on improving student achievement in action plan sections. • Little clarity in action plan sections. <input type="checkbox"/>
<i>The capacity to implement and monitor the schoolwide action plan.</i>	<ul style="list-style-type: none"> • 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. <input type="checkbox"/>	<ul style="list-style-type: none"> • Process includes some formative evaluation but focus is mainly summative. • Plan developed collaboratively. • General awareness and consent to be involved in implementation. • Plan evaluated annually. • School staff and periodically other stakeholders informed of action plan progress. • Actions may be evaluated in terms of student achievement and other factors. • Evaluation results used to identify further actions for improvement. <input type="checkbox"/>	<ul style="list-style-type: none"> • Limited understanding by school administrative and instructional staff about the need for implementation. • Link of action plan to student learning limited, not clearly understood by administrative and instructional staff and other stakeholders. <input type="checkbox"/>	<ul style="list-style-type: none"> • Process of implementation not clarified as to who and what will be accomplished. • Little understanding of need and value of action plan linked to high student achievement by administrative and instructional staff and other stakeholders. <input type="checkbox"/>

Accreditation Status Determination Attachment ACS WASC/CDE Criteria with Indicators/Prompts

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

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 Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic 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, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

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

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

A2. Governance *To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) monitor results regularly and approve the schoolwide action plan and its relationship to the Local Control and Accountability Plan?*

Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement *a) To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards? b) To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed?*

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

School Action Plan Correlated to Student Learning: The school's action plan is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

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

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences among the staff or administration.

A4. Staff: Qualified and Professional Development

To what extent do qualified staff and leadership 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 confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

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

Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

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

Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

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

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

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

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

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

Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

Long-Range Planning: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and 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? To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards? Is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

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

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

Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

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

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.

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.

B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

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 schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

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

Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

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

B2. Equity and Access to Curriculum

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are they prepared 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, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

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.

C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Student Involvement in Challenging and Relevant Learning Experiences

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

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

Student Understanding of Performance Levels: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C2. Student Engagement through a Variety of Strategies and Resources

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, emphasizes creative and critical thinking skills, and applications?

Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

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

D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze and Report Student Progress *To what extent does the school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders? To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan aligned with the LCAP?*

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

Basis for Determination of Performance Levels: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

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

Assessment of Program Areas: The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

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.

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 Strategies to Measure Student Achievement: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

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

Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

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

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

Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E2. School Culture and Environment

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

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

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

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

E3. Personal and Academic Student Support

To what extent do all students receive appropriate academic and multi-tiered support to help ensure student learning, college, and career readiness and success? To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community?

Equitable Academic Support: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

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

Multi-Tiered Support Strategies for Students: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

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