Rubrics

Rubrics

This section contains rubrics which correlate to the WASC/CDE criteria. The rubrics contain descriptions that assist a school in determining from the data analyzed the level to which each criterion is being met.

CRITERION A-1: The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high levels. Supported by the governing board and the central administration, the school's purpose is defined further by expected schoolwide learning results and the academic standards. The expected schoolwide learning results stress attainment of the academic standards.

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Representatives of all segments of the school community collaborate to establish a coherent vision of what students should know and perform upon exit from high school. By virtue of its collaborative development, this vision is consistent with and supported by board and district policies*. An ongoing process exists for monitoring and review of the vision. This coherent vision is based on student needs, state, national and local standards. This vision is congruent with current research and practices, state curricular frameworks and a belief that all students can learn. The curricular and instructional goals are based on the school's vision of desired student learning results, established graduation requirements, college entrance requirements, career readiness, perceived student needs and interest, and a belief that all students can learn. The school's vision and schoolwide learning results drive all curricular and instructional goals and activities to include the related planning and system processes, staff development, time and resource allocation and program development.	The school's vision was developed with representatives of all shareholder groups. The school/community's vision for the learning results is acknowledged and supported by the district and board. A periodic process exists for monitoring and review. The staff's vision of what students should know and be able to do upon exit from high school is consistent with national, state and local standards, curriculum frameworks and current educational research and practice. The school-community vision statement and implementation plan articulates a process that all students will participate in a curriculum that is challenging, rigorous and meaningful. The curricular and instructional goals are based on the school's vision of desired student learning results, established graduation requirements, college entrance requirements, career readiness, perceived student needs and interest, and a belief that all students can learn.	The school's vision statement is global. It reflects school goals which focus on students gaining the knowledge necessary to meet basic or college preparatory requirements. The vision was developed with some input from the faculty and members of the school/ community. The school's shareholders are beginning to discuss expected schoolwide learning results for all students based on the school's vision and academic standards. The curricular and instructional goals are defined primarily by departments and lack alignment to the standards.	The school /community have a formal statement of philosophy, and goals that is kept on file at the school and meets external needs for such a document. These documents are not often used in making decisions regarding curricular instruction and staff development. The district and school's goals and/or philosophy statements are incongruent and have been developed independent of each other. The district and school's curricular areas are beginning to utilize academic standards. At the classroom level, curricular goals for student learning are determined by the individual teacher, based on the factual information to be covered and student performance on standardized tests.

***District involvement may vary for charter schools, i.e., may not be applicable or defined differently.**

CRITERION A-2: The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic/career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

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The school has a functioning governance structure, with clear lines of authority and responsibility. The vision is consistent with and supported by board and district* policies. There is participation of central office personnel, if applicable, and board in the development of the vision, and expected schoolwide learning results of the school. The principal communicates with the district and board to facilitate mutual support of district and site expectation of student learning results and academic standards. The district, board, and school leaders work cooperatively in a culture that ensures student achievement of the expected schoolwide learning results and academic standards are the focus of the school's efforts. Authority and responsibility are allocated within a culture that promotes effective functioning of staff at all levels. There is parent participation in the school's governance. Complaint and conflict resolution policies and procedures are clear and operable. The school's leadership, comprised of members from all role groups (principal, teachers, students, parents, support staff, other community), participate in a formalized governance system that represents and involves all educational shareholders in the school community. Decisions are made collaboratively and support the implementation of a standards-based education and every student achieving the standards. *Continued on next page*	The school has a functioning governance structure, with clear lines of authority and responsibility. The vision is consistent with and supported by board and district* policies. There is participation of central office personnel, if applicable, and board in the development of the vision, and expected schoolwide learning results of the school. The principal communicates with the district and board to facilitate mutual support of district and site expectation of student learning results and academic standards. The district, board, and school leaders work cooperatively to ensure that student achievement of the expected schoolwide learning results and academic standards are the focus of the school's efforts. Authority and responsibility are allocated in a way that works toward promotion of effective functioning of staff. There is parent participation in the school's governance. Complaint and conflict resolution policies and procedures are in place. The school's leadership, comprised of members from all role groups (principal, teachers, students, parents, support staff, other community), participate in a formalized governance system that represents and to some degree involves educational shareholders in the school community. Decisions are usually made collaboratively and support the implementation of standards-based education and every student achieving the standards. The school leadership team and the principal work to maintain effective communication within the school and with the school community, and Board of Education. *Continued on next page*	The school has a functioning governance structure, with clear lines of authority and responsibility. The vision (purpose) is consistent with and supported by board and district policies. There are aspects of the clarity regarding the relationship between the vision, board and district policies that needs strengthening. There is some participation of central office personnel, if applicable, and board in the development of the vision and expected schoolwide learning results of the school. The principal meets routinely with the district staff to present school plans and needs, and the district communicates these needs to the board. The school's expected schoolwide learning results and academic and career technical education standards are informally acknowledged and incidental to district policy. The principal receives input from the school-site council on the school plans. The governing authority delegates implementation of these policies to the professional staff. There is parent participation in the school's governance. The school community understands the governing authority's role. The principal serves as the manager of the school and conveys district and school goals and policy to the staff to ensure compliance and that students achieve the standards. The principal shares the school vision with members of the school community and everyone is encouraged to help students achieve the standards. *Continued on next page*	The school has a functioning governance structure, with semi-clear lines of authority and responsibility. There is lack of clarity of the relationship between the vision, board and district policies. The board policy and district procedures related to student learning are developed in isolation of the school community and communicated in written form to the principal. There is little participation of central office personnel and board in the development of the vision and expected schoolwide learning results of the school. The principal is the decision maker, reacting to school problems and or district/state/federal mandates independently. He/She independently plans for school change, receiving permission or direction from the district and considers recommendations from the school staff at his/her discretion. While working in isolation, he/she delegates tasks to others in the school as the need arises. The principal's primary goals are to have a well-managed, orderly, functioning plant and that students achieve the standards. The principal's focus is on school improvement and compliance. He/She receives input from school organizations on the school plans to satisfy legal and district requirements including achieving the standards. Means of monitoring annual results of the single schoolwide action plan and its relationship to the Local Educational Agency LEA) are conducted to meet legal requirements.

CRITERION A-2 continued

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The school leadership team and the principal maintain effective communication within the school and with the school community, and Board of Education and involve school leaders to facilitate mutual support and commitment to the school's expectation for every student to achieve the standards. Means of monitoring results of the single schoolwide action plan and its relationship to the Local Educational Agency LEA) are effectively carried out.	Means of monitoring annual results of the single schoolwide action plan and its relationship to the Local Educational Agency LEA) are effectively carried out.	The governing authority monitors results. The governing authority carries out clear evaluation on the identified goals. Means of monitoring annual results of the single schoolwide action plan and its relationship to the Local Educational Agency LEA) are carried out to meet legal requirements.	

*District involvement may vary for charter schools, i.e., may not be applicable or defined differently.

CRITERION A-3: Based on student achievement data, the school leadership makes decisions and initiates activities that focus on all students achieving the expected schoolwide learning results and the academic and career education standards. 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.

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A formalized governance system at the school is representative of the broad learning community in which the principal serves as leader and facilitator. The school's leadership consists of administrators, faculty, students, staff, and community members who work together to shape and promote the culture of the school; celebrate excellence, improvement, and learning; and make sound decisions and resource allocations to ensure that the established expected schoolwide learning results and the academic and career technical education standards are achieved. Ideas, innovation, and input from all members of the school community are actively sought and highly valued, and both administrative and educational policies and procedures are systematically reviewed and revised. The entire school community is actively involved in all major decisions and actions related to common goals.	The school's leadership team works closely with key members of various shareholder groups to shape and promote the school's culture and vision. The leadership team communicates regularly with members of the school community, encourages and celebrates excellence, and makes decisions and allocates resources in order to support the expected learning results. Ideas, innovation, and input from the school community are valued; are considered in the review and revision of administrative and educational policies and procedures; and are linked to school goals, the schoolwide learning results, the academic and career technical education standards, and program improvements.	The principal serves as the manager of the school, conveying district and school policy and goals to the staff and ensuring compliance. A council of key staff members meets regularly with the principal to advise on matters related to curriculum and instruction. The principal led council promotes the culture and vision of the school; communicates regularly with faculty, students, staff, and parents; makes decisions; and allocates resources. Ideas, innovation, and input from selected members of the school community are accepted, and, when necessary, administrative and/or educational policies and procedures are revised. The school community is made aware of the vision for the school, and everyone in the school community is encouraged to help students achieve the vision.	The principal is the decision maker, reacting to school problems and/or district, state, or federal mandates independently. He or she independently plans for school change, receiving permission or direction from the district and considering recommendations from school staff at his/her discretion. While often working in isolation, he or she delegates tasks to others in the school as the need arises. The principal's primary goal is to have a well-managed, orderly, functioning plant. Although ideas and input from other designated leaders, e.g., vice principals, are considered, a hierarchical structure dominates both the school's leadership and relationships between teachers and students. Ideas from the school community are regularly expressed through special interest groups. Such groups frequently compete with other groups for policy consideration, program needs and resource allocation. The principal receives input from the school-site council on the school plans to satisfy legal requirements. The principal submits the plan to the district and board for approval or modification.

CRITERION A-4: A qualified staff facilitates achievement of the academic and career technical education standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development.
CRITERION A-5: Leadership and staff are involved in ongoing professional development that focuses on identified student learning needs.

STAGES

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Teachers and paraprofessionals are fully qualified for assigned areas based on district certification requirements. The purpose of the professional development program is to improve student learning by engaging teachers in a rigorous and challenging curriculum. The district/school professional development design focuses on all students achieving the expected schoolwide learning results and the academic and career technical education standards, i.e., participation in modifications in teaching/learning based on critical review of data. The design is collaboratively developed and supported by all professional staff. The design promotes both formal and informal interdisciplinary discussions regarding educational research. The professional development fosters a community of learners, building knowledge, skills, processes, attitudes and leadership which facilitates student learning. The board, district and school publicly recognize the critical importance of this ongoing improvement effort, and provide sufficient time and resources for successful implementation.	Every attempt to have teachers fully qualified for assigned areas. Generally, the results of analyzed student data drive the decisions regarding staff needed. Teacher monitoring includes formal evaluation as well as routine ongoing informal observation. Generally the staff considers monitoring supportive and a vehicle for further professional development. Monitoring may also include peer support systems to identify needs for ongoing professional development. Coaching and mentoring are encouraged and practiced. Current educational theory is integrated into professional development and discussions. The district/school schoolwide professional development design is developed based upon identified needs, school-based data, and current research. Staff members engage in both short-term and long-term planning relating professional development. The school and district foster a culture for collegial sharing and mentoring by providing adequate time and resources for professional development. The professional development program is developed and implemented by a cross-disciplinary team. The effect of the plan is an observable, measurable improvement in effective teaching and student learning across the entire program.	The school attempts to have most teachers qualified for assigned areas. There are a few emergency credentialed teachers. Usually, the results of analyzed student data drive the decisions regarding staff needed. Teacher monitoring is based on the teacher evaluation system required by the district. The follow up with staff is used primarily to correct deficiencies of the individual teacher. Coaching, mentoring, and other forms of staff support are limited by resources, time, and workload. In the absence of a comprehensive design the school meets departmental or individual teacher goals, but these are generally unrelated to improving schoolwide learning for students. The activities are ad hoc and tend to focus exclusively on the act of teaching rather than the activity of student learning.	The school has a high number of of emergency credentialed teachers. Student needs are not necessarily verified by the disaggregated data and hiring of appropriate staff is therefore not consistent with student needs. Coaching, mentoring, and other forms of staff support rarely occur. Teacher monitoring is done to meet minimum state and district requirements for teacher evaluation. While professional development activities meet the needs of the individual staff members they are not related specifically to the district, school or departmental. Professional development activities are isolated and not part of an organized design; these activities are selected to meet individual teacher needs and appear random and fragmented. Staff members are sent to off-site professional development for reasons that have little or no linkage to an overall school professional development design. When they return to work, information from the workshop is shared within a narrow circle of colleagues.

CRITERION A-6: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic and career technical education standards and the expected schoolwide learning results.
CRITERION A7: The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting). [CHARTER SCHOOLS ONLY]
CRITERION A8: The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. [CHARTER SCHOOLS ONLY]

STAGES

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Strategies, structures, actions, and the allocation of resources grow out of a systematic focus on learning and continuing assessment of results. There are strong links between data analysis and the achievement of academic and career technical education standards and the expected schoolwide learning results by all students. Assessment data determines the qualifications, requirements and placement of staff, as well as all decisions regarding professional development. Each year the school compiles data on its assessment of standards and learning results, as well as other established indicators [e.g., CAHSEE, CST, API, CELDT, SAT/ACT reports, CTE Certifications, Perkins Data and follow-up data (Perkins and ROP)] and analyzes these data in relation to the school's vision. These analyses form the basis of school and community discussions and planning to improve processes and programs to benefit all students and guide future resource allocations. *Continued on next page*	The school community has made connections between analysis of available data, the school's vision for expected schoolwide learning results and the academic and career technical education standards, and the budget and use of available resources. This includes a systematic use of hard data that enables the staff to compare student performance to established standards across grade levels, both annually and during the course of the year, and to assess the effect of new teaching methods and changes. These data guide personnel assignments and most decisions regarding professional development. The school has developed a process to collect the results of its schoolwide assessment of student learning and it uses the results to compare this data to standardized school site assessments (e.g., CAHSEE, API, SAT/ACT, CTE Certifications). This process is part of a review of the school's general level of accomplishment in meeting the academic and career technical education standards and the expected schoolwide learning results. These analyses guide decisions about programs, services, and resource allocations and the development of the long-term school improvement plan. *Continued on next page*	The school is beginning to develop a systematic approach to data collection and analysis oriented toward long-term program planning focused on student learning. Budget and resource allocation have not been used as tools for long-term student achievement gains. Planned changes are seldom interrelated or directed toward improving student achievement. Teaching assignments are generally based on seniority, the need to cover the master schedule, extra-curricular assignments, and compliance with state credentialing requirements. Assessment results are sometimes used to identify individual staff problems and individual professional development needs. The school collects standardized schoolwide assessment data on student performance. School site and district staff refer to standardized data in discussions focusing on programs, services, and resource allocation. Although data about student success is gathered, the effort is not comprehensive. Only a few staff members are involved in examining and understanding the relationship between these data and student performance. When changes in student achievement are noted, they are difficult to analyze relative to program practices or changes because historical achievement data has been inadequate. *Continued on next page*	The school uses the assessment of student learning results sporadically as a tool for school improvement, resource allocation, or information on which to base decisions for change or improvement. Teaching assignments are generally based on seniority and compliance with state credentialing requirements rather than comprehensive feedback or assessment data. Use of physical plant, determination of needed instructional materials, teaching assignments, and budget and resource allocation have not been used to specifically focus on improving schoolwide student performance. Resources available to the school are viewed in traditional ways. They are seen as valuable primarily when they make an obvious fiscal impact. A lack of schoolwide success is often seen as the result of inadequate state, district, or local financing. There is no connection made between student achievement and utilization of resources, except as a reason for past poor performance. Teachers are considered the only human resources at the school that make a significant impact on student success. Other school staff are not recognized for the part they play in student achievement, and generally are not used in helping students accomplish their goals. *Continued on next page*

CRITERION A-6 through A8 continued

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The school's leadership clearly understands what resources are available both within and outside the school community. There is a program design to use these resources that is based on student needs and supports achievement of the academic and career technical education standards and the expected schoolwide learning results. Each individual at the school site recognizes his or her contribution as a potential resource to the school's success. Adequate funds are effectively utilized to support staff needs. The school's physical plant supports and enhances the learning environment. It is well-maintained, functional and attractive, free of graffiti and clean, and supports the safety of all students. There is space which adequately supports all classes in addition to areas on campus for students and staff to go for collaboration and research. The school supplies and materials are available to meet the needs of all students and are supported by appropriate funds. There is an adequate supply of current textbooks, other resources materials and technology. The library is well supplied with up-to-date materials and technology to support student learning. The district is viewed as an essential partner in accomplishing the school's goals. Use of district resources is planned through a cooperative effort to enhance the school's program. Both the district and school staff collaboratively manage resources to enhance student learning.	School staff members understand the internal and external resources which are available and are involved in continuing discussions on how to use those resources to improve student learning. A planning effort is underway or at least being considered to best support student achievement of the academic standards and the expected schoolwide learning results. There is recognition that everybody has a part to play in achieving student success; plans are underway to confirm the most effective roles for each individual. The schools physical plant is reasonably well maintained, and leadership and staff are actively working on enhancing the facilities. The school supplies and materials are available to meet the needs of all students and are supported by appropriate funds. Every classroom has sufficient and up-to-date core textbooks and supplemental materials. The school leadership is actively working to keep library up-to-date in both materials and technology. Relationships with the district are characterized by a collaborative effort involving decision making and the allocation of resources. District goals and objectives take precedence.	The school actively attempts to make the best use of available internal and external resources, but there is no comprehensive approach or clearly thought out plan for resource utilization. There is no direct connection of resources to student achievement of the academic standards and the expected schoolwide learning results. Staff are recognized as resources for student learning, but only relative to job title and function. They know they are important to the school, but they do not necessarily have direct connection to student success. Their input is solicited only through a hierarchical structure. The schools' physical plant is in less than ideal state of repair, however, it can still support a reasonable learning environment. Some landscaping and other aesthetic enhancements exist. Generally, problems with facility are solved on a crisis-response basis; there is no plan for on-going improvement. Laboratories are available, but may not support a total hands-on program for all students. While current resources are available, not every classroom has a sufficient supply of textbooks and materials. The library is not modernized, and materials and technology are not considered to be current. Recognized needs are discussed with district staff members, and specific requests for assistance are taken to the district for support.	The school's physical plant does not support a good learning environment. It is characterized by inadequate maintenance and repair and antiquated equipment. While basic laboratory facilities exist, they often are not supported by adequate materials. Textbooks are out-of-date, in poor condition and in short supply. Other resources are not available in the classroom, and those available in the library are not current. The school sees the district as a resource primarily to assist with routines and procedures and as a manager of scarcity.

CRITERION B-1: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic and career technical education 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.

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All students* participate in rigorous, research-based academic curriculum that prepares them to think conceptually, solve problems, and communicate their ideas effectively. Closely aligned with district, state and national standards, the state frameworks and expected schoolwide learning results, the curriculum emphasizes learning about subjects in depth, connecting new learning across disciplines, connecting new learning to prior knowledge, constructing new knowledge, and applying learning in real-world contexts. All students have access to a variety of curricular choices that will enable them to meet the graduation requirements. Integrated programs are designed to meet college entrance requirements, while also providing students with career-related technical and practical skills. All academic and career-technical program s are meaningful, open to all students.	Students receive a rigorous academic and career curriculum aligned with district, state and national standards and state frameworks. All courses are consistent with the academic and career technical education standards and the expected schoolwide learning results and meaningful to the students. Students have access to a variety of curricular choices that will enable them to meet the graduation requirements. Increasing numbers of students enroll in academic courses that prepare them for college eligibility. All students have the option of enrolling in these courses and participating in career and technical opportunities. A rigorous curriculum that provides opportunities to apply knowledge across disciplines, to construct new knowledge, and to apply knowledge and skills in meaningful, real-world settings is available to all students.	Students receive a curriculum based on standards for skills and knowledge. Interaction among teachers occurs across some disciplines. In the academic foundation, learning is primarily textbook-oriented and abstract, emphasizing the accumulation of facts and concepts. Students can choose sequences in the curriculum that lead to a basic education. Electives may be available for those who want to explore applications of academics gain field experiences, or pursue some subjects in depth.	The learning is textbook-oriented, emphasizing the memorization of facts and the acquisition and practice of basic skills. Students participate in academic courses that have no direct link with each other. The instruction in these courses is based upon the perceived ability levels of the students. Students are enrolled in course sequences in the curriculum that lead to a basic education.

CRITERION B-2: 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 career goals.

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All students have personal learning plans that are viewed as flexible blueprints that allow them to meet or exceed academic and career technical education standards and results in the achievement of the expected schoolwide learning results. The plans facilitate students and their parents to explore, analyze, and evaluate educational and career goals, as well as suggest a wide range of options for achieving those goals. The personal learning plans are developed through collaborative approaches involving the student, the school staff, and parents. The planning process provides students with multiple opportunities to make decisions about how to acquire appropriate skills and experiences to support accomplishment of their goals. Students and parents understand the learning plans that provide a flexible and responsive tool to enable students to plan, evaluate, and reflect on their choices as they affect future options. Students' learning styles, interests, and post-secondary goals are reflected in their personal learning plans, which guide the selection of their courses, their program major, and their supporting co-curricular activities and experiences. Students' plans and programs are regularly revisited, and changes are made reflecting a student's current interests, goals, and needs.	Students' personal learning plans are used as a basis for course selection and exploration of future options. They also guide and assist in monitoring student progress in the achievement of the academic and career technical education standards and the expected schoolwide learning results. The school's counseling and guidance staff or advisors explain the connections between current course and program selection and post-secondary options, and they encourage students to make decisions and select courses based on both current interests and future goals. Students consult with their parents and with the school counseling and guidance staff to choose both their academic core courses and their electives based on their post-secondary plans, performance levels, and interests. The school has a system to accommodate student requests for changes in their programs when their goals, needs, or interests change.	Students' personal learning plans note the student's future goals, chart progress in meeting requirements for graduation and/or college entrance, and guide course selection and sequencing. The counseling and guidance staff or designated personnel consult with students in order to help them complete their personal learning plans. They discuss the connections between high school courses, future options, and academic performance with students. They also recommend course sequences based on student performance levels and high school graduation and/or college entrance requirements. Students are encouraged to share and discuss their personal learning plans with their parents, and parents are invited to discuss the plans with a designated staff member if they wish to do so. When students are scheduled into programs, they are generally required to remain enrolled for the entire academic term. Because of the limitations of the school's schedule and course prerequisites, changes in students' schedules are difficult. Adjustments to students' personal learning plans are determined by the schools master schedule and course prerequisites. The school has procedures for providing students and parents with basic information about high school and about college entrance requirements and application dates. The school recognizes the need to extend the application of knowledge. Students experience research skills and knowledge of information systems for future use.	Students' personal learning plans are used primarily for scheduling classes and are check lists of required courses for graduation and/or college entrance. Understanding the connections between school, college, and careers is the student's responsibility. Many students see little or no relationship between either their school curriculum and their future career opportunities, or their own academic performance and their future opportunities. Developed by the school staff (usually counselors), the students' learning plans may periodically be shared with the students and their parents in order to inform them of the student's progress in meeting requirements. Students and parents are given basic information about the high school prior to registration for classes. Students are registered for required courses and make selections of electives based on the prerequisites and availability of the class. Some information about colleges is available at the school for parents and students who are interested. The school focuses on knowledge of content. Students experience instructional strategies that focus on isolated content, skills, and ideas.

CRITERION B-3: Upon completion of the high school program, students are able to meet all the requirements of graduation.

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Students understand what is expected to graduate. Upon completion of the high school program, students meet all graduation requirements such as meeting the state and district academic and career technical education standards in all required areas and passing the CAHSEE. The staff works regularly with all students to monitor progress and additional support is provided to ensure success for all students. All students have access to sequences that prepare them for success in post-secondary education and career-technical preparation. Instructional staff work collaboratively with community resources to continuously improve the curriculum and actively involve students in learning that is relevant and rigorous. The school maintains linkages with post-secondary institutions aimed at students performing at the high end of the academic spectrum. Analysis of multiple measures of data reveal that each year more students enter college, technical-preparation programs, and career-related jobs. The school/community is responsible for gathering information on the success of their students after graduation. College reports, informal business community responses, follow up studies from specific programs, and verbal reports from students invited back serve as the main sources of information to trigger dialogue about improving processes for student preparation, including the student achievement of the academic and career technical education standards and the expected schoolwide learning results.	Upon completion of the high school program, most students meet the graduation requirements. The staff monitors progress of students toward these requirements, ensuring student understanding of these expectations. Some support is provided to ensure that students are meeting all requirements. Upon graduation students are prepared to choose from a variety of options that include college and/or post-high school technical preparation or employment. The school maintains some linkages with those post-secondary institutions aimed at students performing at the high end of the academic spectrum. The school/community collaborates with post-secondary institutions to encourage students of varying backgrounds to gain academic success in order to pursue higher education and professional career opportunities. The school/community works together to plan and implement multiple methods of tracking graduates. The analysis of this information is used to provide a greater understanding of how to continue to improve the school's efforts to ensure that all students meet the broader expected schoolwide learning results and the academic and career technical education standards.	Students generally understand the requirements of graduation. The staff does some monitoring of student progress toward the graduation requirements. Students may choose to utilize support programs. Students are given the option of taking college preparatory classes, career programs, or general education programs, which allows them to select from available electives in addition to classes required for graduation. The school/community encourages all students to consider post-secondary education and professional career options. To learn more about the success of their students after graduation, the school depends primarily on follow -up reports from colleges and specific programs.	Students are advised about the graduation requirements; there is general monitoring of all students in meeting these graduation requirements. Some program support is available. A few students are tracked into courses that are designed to prepare them for success only at their perceived ability levels. Because courses are divided primarily into college prep or non-college prep programs, students have few real options for changing. Upon graduation students may be unaware of how their high school experience has prepared them for life beyond high school. To learn about post-graduate student success the school relies on informal reporting from parents and past students.

CRITERION C-1: To achieve the academic standards and the expected schoolwide learning results, all students are involved in challenging learning experiences.
CRITERION C-2: All teachers utilize a variety of strategies and resources, including technology, career education, and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

STAGES

4	3	2	1
A variety of information sources including locally developed standards, state curriculum frameworks, and other national references are utilized on a regular basis as resources to define curricular content, instructional activities, and the establishment of a community of learners within the classroom. Innovative methods that are supported by research and professional development activities are frequently used in the classroom and school. The focus is to help all students meet or exceed academic standards and achieve the expected schoolwide learning results. Instructional approaches are used that require active involvement of the learner and help students develop an array of techniques to organize, access, and apply knowledge. Inquiry is the norm at all levels and in all subjects Instructional approaches help students connect to existing knowledge, construct meaning, elaborate beyond content, and monitor their own learning. Technology and career technical education offer a variety of instructional support. Students use technology to learn through on-line courses, complete classroom assignments, and expand skills and knowledge learned in the regular classroom. Career technical education provides the relevancy and student engagement essential for high student achievement. *Continued on next page*	Academic standards, expected schoolwide learning results and state curriculum frameworks are utilized to determine curricular content and instructional strategies. Innovative methods are used frequently in the classroom and school. Instructional strategies are used that engage the active involvement of the learner. Students are encouraged to develop techniques to organize, access, and apply knowledge. Technology and career education are available to help students improve their skills, apply knowledge and work on projects. Some teachers function as coaches and facilitators of learning as well as content area experts. Courses are redesigned and modified on an ongoing basis to ensure that the instructional program is challenging, satisfying, and rigorous. In the more rigorous classes, students experience approaches that involve inquiry, formulating and solving problems, teamwork, reflecting on and communicating about their work, and revising work in progress. Students are encouraged and given opportunities to apply their knowledge in classes and in situations outside of school.	Teachers present repetitive course work year after year, changing approaches, activities, and assignments only when they are given ideas or directives through staff development programs, workshop presentations, or textbook instructional guides. They refer to textbooks and course outlines to prepare and sequence class sessions, reinforce students' learning, and serve as a basis for judging students' effort and achievement. The alignment of learning experiences with the academic standards and the expected schoolwide learning results is limited. The primary role of teachers is to serve as content area experts, insuring that students benefit from their knowledge and expertise. Innovative methods are evidenced in some classrooms throughout the school. Instructional strategies are characterized primarily by whole class instruction, teacher-directed instruction, and lectures. Student-centered instructional approaches are utilized from time to time and planned and directed by the teacher. Students' work is primarily done on an individual basis, assignments tend to be of short duration and focused upon the completion of discreet tasks. Opportunities for students to revise and improve upon work in progress are limited. Technology is used primarily as a tool to assist teachers in the management of the instructional program. Technology is made available to students in specific contexts such as business courses or technology-related courses.	Course outlines, textbooks, and other instructional materials serve as the basis for the curricular program and instructional methods used in the classroom. Methods used to deliver the instructional program are consistent from year to year varying only when the curricular content is revised. The primary role of teachers is to serve as content area expert. Instructional strategies emphasize the acquisition of knowledge by students. The teacher directs the organization of, access to, and application of knowledge by students. Students are expected to demonstrate that they have learned the content that has been covered. Lectures and whole class presentations are the primary mode for the delivery of the instructional program. Students' work is done on an individual basis, assignments tend to be of short duration and focused upon the completion of tasks. Opportunities for students to revise and improve upon work in progress are limited. Technology is used primarily by teachers as a record-keeping, data collection tool. Student access to technology is limited to certain courses such as business and technology-related courses.

CRITERION C1 and C-2 continued

STAGES

4	3	2	1
The use of the library is an integral part of learning that is maximized by teachers and students. Extensive and up-to-date library services and resources are available and are integrated and articulated with the curriculum/instruction, academic standards and expected schoolwide learning results. Teachers often function as coaches and facilitators of learning as well as content area experts. Teachers redesign and modify courses on an ongoing basis to ensure that the instructional program is challenging, satisfying, rigorous, and aligned with academic and career technical education standards and the expected schoolwide learning results. All students apply their knowledge across disciplines and in courses, programs and activities that integrate academic and career-technical content.			

CRITERION D-1: The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

CRITERION D-2: Teachers employ a variety of strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

STAGES

4	3	2	1
The school community* regards assessment as integral to the educational process rather than a response to outside demands. A variety of assessment systems are in place, including disaggregation of data by subgroups. Assessment that involves all staff is a continuing activity at the school and is linked to achievement of the academic and career technical education standards and the expected schoolwide learning results by all students. Formal and informal data on student achievement, including assessment of student performance relative to state and district-adopted academic and career technical education standards, are routinely gathered. This data is analyzed to evaluate student performance and to identify appropriate strategies and activities to improve instruction. Teachers and administrators use this information to develop goals for curricular development, professional development, and as the subject for observations, discussions and collegial feedback (including feedback from students). Students develop and conduct their own assessments, which, when combined with other assessments, lead to sustained achievement and excellence and provide a basis for evaluation, reflection and modifications of students' individual learning plans. Teachers incorporate assessment tasks into instruction in order to stimulate thinking and learning, including students' ability to analyze, organize, plan, interpret, explain, synthesize, evaluate, and communicate important experiences or ideas. Teachers use the most appropriate of a variety of assessments to analyze each student's learning.	The school community regards assessment as providing important feedback information and has regular formal assessment procedures in place that focus on systematic improvement in student performance relative to academic standards and learning results. This includes disaggregation of student data by subgroups. Student data, including assessment of student performance relative to academic and career technical education standards is utilized when available. Documented improvements in student attendance and behavior are analyzed periodically. Many teachers make efforts to use this assessment data in their curricular and instructional program in order to enhance students' learning processes Students are encouraged to consider their assessment results in relation to their personal learning plans.	Data about student achievement are collected sporadically, often in response to external demands. There is a lack of expertise in assessment and an absence of a systematic process that makes improvement. Few changes in classroom instruction result from the assessment process. Assessment of student performance is based on tasks designed to measure student knowledge, and, in some cases, how well they communicate their knowledge to others. These assessments are used by teachers to determine grades and to give students feedback which they may used to modify their learning and enhance their educational program.	Data about student achievement are collected on an individual teacher basis. A small number of instructional strategies are being used, and there is not a direct link to student achievement. Assessment of student performance is viewed as separate from instruction, usually taking the form of end-of-unit or end-of-semester tests. These assessments are used to judge student performance and determine grades. In general, curricular changes and instructional practices are unaffected by assessment. Socio-economic status of students is viewed as reason for poor performance and supplants analysis of assessment results. Although aware of assessment tools, students have little interest in developing them.

CRITERION D-3: The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results.

CRITERION D-4: The assessment of student achievement in relation to the academic and career technical education standards and the expected schoolwide learning results drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

STAGES

4	3	2	1
The district establishes and creates a system to continually assess student progress through a comprehensive assessment program that emphasizes student knowledge, performance, and depth of application. The evaluation system and feedback loop are linked to schoolwide assessment of expected schoolwide learning results and academic and career technical education standards for each subject area. The school, with support and assistance from the district, assesses its progress in meeting the academic and career technical education standards and the expected schoolwide learning results by analyzing student performance on its own internal assessments, on standardized tests, and on state measures (e.g., CAHSEE, API, CST, CELDT, CTE Certifications). Other indicators of student success are identified and regularly reviewed. These indicators may include attendance, graduation rate and college entrance rates disaggregated by subgroup (e.g., class level, gender, ethnic/racial grouping, special needs) and other career-related technical programs. The school provides timely and appropriate reports of its assessment and planning efforts to all its various shareholder groups and parents, ranging from specific to general information, e.g., School Accountability Report (SARC). The assessment data are shared with the district and board and they drive district support to the school through program development and resource allocation. At the site level, the assessment data drives changes in the system to better serve the learning needs grade-level performance of all students.	The school establishes levels of accomplishment for the academic standards and the expected schoolwide learning results and assesses student progress through a schoolwide assessment program. The school assesses its progress in meeting academic and career technical education standards and the expected schoolwide learning results through examination of a wide variety of indicators of student learning: student learning results for individual classes, courses, and subject areas, student performance on standardized tests, dropout and college entrance rates. The school community reports its data analysis and planning efforts to a wide variety of shareholder groups and parents, e.g., School Accountability Report Card (SARC). The district provides comprehensive support to the school for analyzing performance data. The district and board provide support to the school in response to the assessment results and resource allocation.	Grade-level departments and individual teachers establish expected levels of student accomplishment by referring to tradition, teaching guides and a beginning level of reference to academic and career technical education standards. The staff has an initial understanding of what should be involved in meaningful performance-based assessment and accountability. For example, although some form of project-based assessment might be used, it is not always related to the state standards. The school assesses its progress in meeting students' needs by referring to drop-out and college entrance rates, community commitment and reaction, staff satisfaction, and aggregated student scores on standardized tests. Assessment data, such as the School Accountability Report Card (SARC), are made available to the public via school-parent organizations and newsletters or bulletins. When necessary, the school cites standardized assessment data to justify or modify programs, services, and resource allocations.	Teachers establish expected levels of student accomplishment by referring to tradition, teaching guides, standardized tests, and, occasionally, academic and career technical education standards. The school includes course grades and standardized test scores in each student's portfolio. The school files standardized schoolwide assessment data and publicly acknowledges any improvement in student test scores. The school's standardized assessment data are a matter of public record, and the school publishes the required data in the School Accountability Report Card (SARC). Although the district and board review the data, support based on the data focuses on short term solutions and limited resource allocation.

CRITERION E-1: The school leadership employs a wide range of strategies to encourage parental and community involvement.

STAGES

4	3	2	1
The school has a comprehensive system for communicating with parents and community members and regards them as partners in planning, making decisions, developing expected schoolwide learning results for students, solving problems and providing opportunities for students to apply learning both at home and in the community. Parents are actively offered a variety of options for contributing to the school's and students' academic success. Parents participate as decision makers in school leadership teams, such as School Site Council, English Learners Advisory Council, Parent, Teacher Association and district advisories. Parents volunteer at the school and in the classroom. They extend and support learning at home. Classes are available to assist the parents in their support of their child's development and learning. They are informed about community resources and services and are actively involved in on-going two-way communication between the home and school. The school staff responds to the families and community that they serve and utilizes the community resources to enable all students to achieve the academic and career technical education standards and the expected schoolwide learning results. Parents receive support in assisting their students during grade level transitions and pre- and post-secondary transitions. Communication is routinely conducted in the appropriate home language(s). *Continued on next page*	The school is developing a system for involving parents and community members in problem solving and active decision making. The principal and selected faculty meet periodically with parents to discuss specific problems/issues. Many parents regularly volunteer at the school and serve on committees focusing on providing resources and support for both academic and nonacademic issues (e.g. fundraising, SSC, ELAC, PTA, extracurricular activities, discipline policies, dress codes, etc.). The school staff regularly communicates with parents about up-coming programs, policies, events and procedures through newsletters, bulletins and the media. Home-to-school communication around an individual student's needs regularly occur. School staff understand the families and communities they serve and are working on plans to utilize resources that families and communities may have. Communication is often conducted in the appropriate home language(s). Community members frequently serve on advisory committees focusing on providing resources and support for both academic, career, and physical/ emotional/social issues School officials routinely meet with the diverse members of the community and business sector through business organizations, service clubs, and other agencies.	The school actively makes the best use of parents who offer to participate at the school. The school regularly informs parents and the community about upcoming programs, policies, procedures, and deadlines through newsletters and bulletins. Parents occasionally serve in advisory roles, particularly for input on policy decisions related to student behavior and participation. The school is reactive rather than proactive in response to requests and needs as they surface. Attempts are made to understand the community and families that are served by the school. Communication is primarily from school to home, although the school will respond to inquiries and requests as they surface. Sometimes communication is translated or conducted in the appropriate home language(s). From time to time students are connected with community resources that support their physical, emotional and social well-being or their academic and career achievement. Parents are the school's primary links with the community and business sector. Occasionally, the community is linked through service organizations.	Parents are used for fundraising or meeting program compliance requirements. They are not considered as a resource that could make a significant impact on student academic success. Parents and community members know little about the day-to-day operations of the school and have few opportunities for involvement. Often the same group of parents are actively involved. Although parents take part in social and extra-curricular activities, they are not encouraged to play a role in the academic or policy decisions. The school staff have little understanding of the resources available from the families and community they serve. Communication between the school and families is limited in frequency and depth. Contacts between the school and the community occur through school-sponsored programs such as ROP, work experience, industrial and business classes.

CRITERION E-1 continued

STAGES

4	3	2	1
The school staff celebrates the diversity of the surrounding community and experiences a high level of public confidence. The school staff outreaches to the community to linkage services and welcome them as advisors. The community partnership agencies offer resources and real-world connections through such opportunities as student internships, mentoring, tutoring, job shadowing, and project-based learning.			

CRITERION E-2: The school is a) a safe, clean and orderly place that nurtures learning and b) and has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

STAGES

4	3	2	1
The school environment actively promotes a learning environment that is safe, secure, clean and orderly and is conducive to learning.. Staff and students expect and experience high levels of success in achieving the expected schoolwide learning results and academic and career technical education standards. Collegiality is observable among all staff. Current educational practices are regularly reviewed and discussed. All staff are encouraged to try new approaches and are supported in their efforts to improve student learning. Respect and concern for others can be observed in every classroom. Respect and concern for others can be observed in every classroom. All shareholders collaborate to identify and plan programs and processes to help students achieve the expected schoolwide learning results and the academic standards. Accountability for student success is acknowledged and shared by all shareholders. Time and resources for these collaborative efforts are systematically planned for and provided. All shareholders share an energy and enthusiasm and are dedicated to improving student learning through accomplishing the school's vision and Single Plan for Achievement.	The school environment is safe, secure, clean and orderly. All staff share high expectations for all students and enhance student learning by promoting a climate of caring and nurturing. Staff expertise is valued and research and innovations are regularly shared in formal and informal ways. Opportunities to extend knowledge and share ideas are planned and occur regularly. Teachers and administrators work together to identify and solve problems related to teaching and student learning. All staff receive both support and encouragement as they increase their effectiveness in helping students reach the academic and career technical education standards and the expected schoolwide learning results. The staff share a common sense of purpose on improving student learning through a Single Plan for Achievement.	Staff and students are occasionally concerned about their safety. Some efforts are made to provide security and safety. The staff is working on the issue of campus cleanliness. Some staff expertise is valued and supported. Teachers work together on specific projects or tasks (e.g., discipline, attendance and management issues), meeting routinely in department/cluster groups to deal with logistical and budget issues. Generally, teachers work in the isolation of the classroom on curriculum and teaching strategies and issues related to student learning. Staff development is an option of individual teachers, not integral to an organized continuous school improvement plan that focuses on student learning.	Discipline, school safety and cleanliness are the exclusive responsibility of administrators. School climate issues are addressed informally. At times, students and staff may fear for their own safety. Past practices and meeting the expectations of colleges, parents and faculty are "of primary value" at the school. There is a clear chain of command and protocol at the school. Staff expertise, ideas and research occur informally and in isolation. Staff development usually relies on outside resources in response to external demands on the school staff. School improvement is sporadic and perceived by the staff as reactive to issues of student discipline, attendance and class management and may not be focused on student learning.

CRITERION E-3: All students receive appropriate support along with an individualized learning plan to help ensure academic and career success.
CRITERION E-4: Students have access to a system of personal support services, activities and opportunities at the school and within the community.

STAGES

4	3	2	1
The approach to guidance and counseling is schoolwide, focusing on students' personal, career, and academic interests and goals. The guidance and counseling staff (or designated personnel) works with the students to look at prior experiences, and personal needs in relation to both academic courses and career interests. Counselors or advisors also work with administrators, teachers, and other members of the school community to identify students who may be at risk and to intervene effectively. Staff members are aware of all support services available to students on site, in the district, and in the community. Enrollment in all classes reflects the diversity of the students. All students, whatever their abilities, receive continual encouragement to meet the standards-based curriculum. Teachers know their students well enough as individuals to personalize instruction. They use a wide variety of approaches and teaching strategies that ensure that all students have opportunities both to be academically challenged and succeed in meeting all academic and career technical education standards and expected schoolwide learning results. Existing resources and support activities are focused on helping all students to achieve the standards-based curriculum and the expected schoolwide learning results. Various forms of technology (e.g., computers and other media) help to provide access to the curriculum and support for all students. Extensive and up-to-date library services and resources are available and are integrated and articulated with the curriculum/instruction, academic and career technical education standards and expected schoolwide learning results.	Many opportunities are available-through the academic program, extracurricular activities, and/or counseling and health services — for students to feel connected to the school and supported by it. Activities and services are focused on providing support for students to be successful in an academically rigorous curriculum. Classes at all levels are characterized by diverse student groups, and all students, whatever their abilities, are continually encouraged to meet the challenges of a standards-based curriculum. Teachers are knowledgeable about their students' learning needs and modify their approaches to maximize the learning potential of all students. Most students have a wide range of tutoring opportunities and are proactively referred to support services. Students also have access to an extensive school library and use of technology. Most English Learners receive a rigorous curriculum in appropriate classes and are reclassified when eligible. For students with special needs in successfully meeting the demands of the curriculum, a variety of options are available. These include tutoring and enabling or sheltered courses. Additional support services or programs (e.g., MESA, AVID, GATE) are offered through the school or district. All of these services are provided in a manner that respects students. The school site is supported by the district in meeting the academic support needs of their students.	Course requirements vary greatly according to level (college preparatory, general, basic, etc.). Classes tend to be grouped homogeneously, rather than reflect the diversity of the school. Although the school is beginning to implement a standards-based curriculum, teachers know the levels of their classes and demand less rigorous work from students they perceive as being at lower levels. Support in the form of technology (e.g., computers) and library resources is available for those who are either most interested or most in need, but it is less accessible to "general" students. Discussions about the relationship between academic support and achievement of the expected schoolwide learning results are beginning to occur among staff. Students who need special support or enrichment in meeting the challenges of rigorous courses are encouraged to get tutoring and make use of available school or community library facilities and services. English Learners may take sheltered courses that allow them to learn many of the basic concepts presented in the parallel courses. Students with special needs are provided special classes and programs. Some attempt is made to reach out to and support students in a systematic way. The school places priority on student attendance and attempts to contact students and parents whenever absences or other issues occur.	The school's population is not reflected throughout the classes. Students who need support in meeting the rigorous courses are encouraged to take courses that are less-challenging courses. Tutoring, either individually or in small groups, is provided only when students pursue it. English Learners enrolled in sheltered courses receive curricula that focus mainly on accumulating vocabulary and factual information related to their parallels. The school supports students with special needs by providing assistance and services mandated by law. Students are responsible for their attendance and participation in school-sponsored activities. Teachers focus on course content while other staff members focus on the routine school operations. Most staff discussions are informal, centering on problems related to the classroom, student behavior, or the administration. School-sponsored activities such as clubs, sports, student government, and service organizations are independent from academic learning. Guidance and counseling or advisories focus primarily on scheduling or graduation and college entrance requirements. Staff discussions of students at risk occur only on an anecdotal basis. Accessing services and addressing care of social, psychological, and health needs is seen as the responsibility of the students and their families.
Continued on next page	*Continued on next page*	*Continued on next page*	

CRITERION E-3 AND E-4 continued

STAGES

4	3	2	1
Students who need support in meeting the rigorous demands of the curriculum have a network of student support services, including individual and small-group tutoring, special enabling courses and sheltered courses that parallel both the content and concepts of the a-g requirements. The support services and programs draw from an extensive representation of shareholders in and out of school including parents, business, and community members. All English learners receive a rigorous curriculum to support their classes (aides, textbooks). Services for students with special needs are carefully tailored by the LEP to encourage students to attain the highest possible academic levels. School site has financial support and professional development opportunities from the district to meet the academic support based on student needs. Student support is proactive. Student learning and active inquiry are paramount, and students are encouraged and comfortable in seeking support that is vigorously publicized to parents and students. School-sponsored activities, such as clubs, sports, and service organizations are tied to the schoolwide vision of success for all students. Student participation in these activities reflects the diversity and gender of the student population. When in need, students know who to contact and their families can easily access social, psychological, and health services through a school-based network of school and community organizations that work together to solve problems and share resources.	Teachers and staff know the students as individuals and provide support and guidance. The staff has a general understanding of alternatives for student support. They use a formal process for identifying and finding solutions to student personal, academic, career, and behavior needs and making referrals to counseling, special programs, or administration for further assistance. The diverse student populations participate in a wide variety of school-sponsored activities such as clubs, sports, drama and core activities designed to maximize opportunities for success. The school's approach to guidance and counseling or advisories is primarily academic, focusing on student achievement, performance, and behavior. However, the guidance and counseling staff (or designated personnel) works with, and advocates for students at risk, providing referrals or information about school and community social, psychological, and health services when appropriate.	Teachers and staff know the students who excel and those who are at risk, providing encouragement and direction whenever possible. Most staff discussions center on student behavior and learning problems, but these are viewed primarily as being the responsibility of the principal and other administrators. When students are identified as at risk, they and their families are encouraged to utilize school and community social, psychological, and health services when needed. Students are encouraged to participate in school-sponsored activities such as sports and clubs, which have open membership and tryouts, but participation often follows a pattern determined by students' peer and social groups.	