

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 in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results.

CRITERION A7: 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 standards and the expected schoolwide learning results. [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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<p>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 standards and the expected schoolwide learning results by all students.</p> <p>Assessment data determines the qualifications, requirements and placement of staff, as well as all decisions regarding professional development.</p> <p>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), and analyzes these data in relation to the school's vision.</p> <p>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.</p> <p>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 standards and the expected schoolwide learning results.</p> <p><i>Continued on next page</i></p>	<p>The school community has made connections between analysis of available data, the school's vision for expected schoolwide learning results and academic 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.</p> <p>These data guide personnel assignments and most decisions regarding professional development.</p> <p>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). This process is part of a review of the school's general level of accomplishment in meeting the academic standards and the expected schoolwide learning results.</p> <p>These analyses guide decisions about programs, services, and resource allocations and the development of the long-term school improvement plan.</p> <p><i>Continued on next page</i></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><i>Continued on next page</i></p>	<p>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.</p> <p>Teaching assignments are generally based on seniority and compliance with state credentialing requirements rather than comprehensive feedback or assessment data.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><i>Continued on next page</i></p>

CRITERION A-6 through A8 continued

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<p>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.</p> <p>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.</p> <p>The school supplies and materials are available to meet the needs of all students and are supported by appropriate funds.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>The schools physical plant is reasonably well maintained, and leadership and staff are actively working on enhancing the facilities.</p> <p>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.</p> <p>Relationships with the district are characterized by a collaborative effort involving decision making and the allocation of resources. District goals and objectives take precedence.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Recognized needs are discussed with district staff members, and specific requests for assistance are taken to the district for support.</p>	<p>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.</p> <p>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.</p> <p>The school sees the district as a resource primarily to assist with routines and procedures and as a manager of scarcity.</p>