

# WASC/CDE Criteria Indicators and Prompts

Based on Suggested Areas to Examine, pp. 65–123  
*WASC/CDE Focus on Learning, 2009 Edition*

**Note:** This document is available on the WASC website ([www.acswasc.org/pdf\\_general/CDE\\_quest.doc](http://www.acswasc.org/pdf_general/CDE_quest.doc)) as a Word document and should be completed electronically.

This document contains tools to assist the school in the analysis of the program based on the WASC/CDE criteria. The purpose is to integrate the accreditation processes for both organizations to ensure an effective, efficient, and relevant improvement process for the schools. Indicators have been listed to assist in the deeper understanding of the criteria. In addition, suggested areas to be examined and prompts or questions have been provided for the criteria. These should assist the school in their work of determining the effectiveness of the school's program and operations to support high-quality student learning.

The criteria suggested areas to analyze should be used by the Home and the Schoolwide Focus Groups to accomplish Task 4 (beginning on page 51) in the self-study accreditation manual.

**Home/Focus Group Work:** Based on the WASC criteria in each category:

1. Review what currently exists based on the WASC/CDE criteria indicators.
2. Evaluate the current program's effectiveness and respond to the findings and evidence for each sample prompt.
3. Support responses with analyzed observable evidence.

**Note:** Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/interviews/discussions.

4. These responses will form the basis of Chapter IV of the Self-Study Report.

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## Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

### A1. Vision and Purpose Criterion Indicators

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 academic 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.

#### INDICATORS

##### **Vision – ESLRs – Profile**

The school has established a clear, coherent vision (purpose) of what students should know and perform; it is based upon high quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

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

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

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

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

**Regular Review and Revision**

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

**A1. Vision and Purpose: Other Findings**

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

**A1. Vision and Purpose Criterion Suggested Evidence to Examine****❖ Guide Questions: To what extent:**

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

**❖ Suggested evidence to examine:**

- a copy of the written vision and schoolwide learning results
- student/community profile data
- research-based knowledge about teaching and learning
- national and state educational issues
- what shareholders groups have been involved in the establishment of the school's vision
- the degree of involvement of these shareholder groups
- the process for reaching consensus among the shareholder groups regarding the vision
- interviews with staff, students, parents, board and district personnel and other shareholders to determine their level of understanding and commitment to the vision
- the process for regular communication with the school community regarding review and revision of other evidence identified by the school
- memos and other written documents
- other evidence identified by the school

## A1. Vision and Purpose Criterion Prompts

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

### **Vision – ESLRs – Profile**

Comment on pertinent student/community profile data that has impacted the development of the vision and the expected schoolwide learning results.

**Findings:**

**Evidence:**

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

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

**Findings:**

**Evidence:**

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

Examine the effectiveness of the means to ensure understanding of and commitment to the vision and the expected schoolwide learning results to the students, parents and other members of the school community.

**Findings:**

**Evidence:**

### **Regular Review and Revision**

Examine the effectiveness of the process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions. Examine the effectiveness of the process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.

**Findings:**

**Evidence:**

### **A1. Vision and Purpose: Other Findings**

What have you learned from analysis of additional evidence regarding this criterion?

**Findings:**

**Evidence:**

## **A2. Governance Criterion Indicators**

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 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.

### **INDICATORS**

#### **Governing Board**

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

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

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

#### **Understanding Role of Governing Board**

The school community understands the governing board's role, including how parents can participate in the school's governance.

#### **Governing Board's Involvement in Review/Refinement**

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

#### **Professional Staff and Governing Board**

There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

#### **Board's Evaluation/Monitoring Procedures**

There is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.

#### **Complaint and Conflict Resolution Procedures**

The established governing board/school's complaint and conflict resolution procedures as they apply to the school's shareholders are effective.

#### **A2. Governance: Other Findings**

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

## A2. Governance Criterion Suggested Evidence to Examine

### ❖ **Guide Questions: To what extent:**

- does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?
- does the governing board delegate implementation of these policies to the professional staff?
- does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

### ❖ **Suggested evidence to examine:**

- the legal status and organization of the school
- parent participation in the school's governance
- the selection, composition and specific duties of the governing board
- the alignment between the governing authority's policies and the school's purpose and expected schoolwide learning results
- the nature and extent of the school community's understanding of the governing board's role
- the relationship between the duties of the governing board and the responsibilities of the professional staff
- the evaluation and monitoring procedures carried out by the governing board, including annual reviews of student performance, academic progress and fiscal health of the school
- the frequency and regularity of board meetings
- the involvement of the school's authorizing agency in reviewing and monitoring student progress and overall school operations
- the degree of participation of board and district personnel in the development of the vision and expected schoolwide learning results
- complaint and conflict resolution procedures
- additional evidence

### ❖ **Additional suggested evidence to examine for Charter Schools:**

- the school's charter with respect to the governance structure, organizational charts, size, scope and composition
- the school's policies with regard to selection of board members, conflict of interest, meeting protocols and procedures, and delineation of powers and authority with school administration
- board policies and procedures that are clearly defined and written
- the qualifications of board members to carry out their responsibilities

## A2. Governance Criterion Prompts

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

### **Governing Board**

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

**Findings:**

**Evidence:**

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

Comment on the degree to which the governing board's policies are directly connected to the school's vision and purpose and expected schoolwide learning results.

**Findings:**

**Evidence:**

### **Understanding Role of Governing Board**

To what degree does the school community understand the governing board's role, including how parents can participate in the school's governance?

**Findings:**

**Evidence:**

### **Governing Board's Involvement in Review/Refinement**

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

**Findings:**

**Evidence:**

### **Professional Staff and Governing Board**

To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the professional staff?

**Findings:**

**Evidence:**

### **Board's Evaluation/Monitoring Procedures**

Comment on the clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.

**Findings:**

**Evidence:**

**Complaint and Conflict Resolution Procedures**

Examine and comment on the established governing board/school's complaint and conflict resolution procedures as they apply to your school's shareholders.

**Findings:**

**Evidence:**

**A2. Governance: Other Findings**

What have you learned from examining additional evidence regarding this criterion?

**Findings:**

**Evidence:**

**A3. Leadership and Staff Criterion Indicators**

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic 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.

**INDICATORS****Broad-Based and Collaborative**

The school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

**School Plan Correlated to Student Learning**

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

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

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

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

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

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### A3. Leadership and Staff Criterion Suggested Evidence to Examine

❖ **Guide Questions: To what extent:**

- based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?
- does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

❖ **Suggested evidence to examine:**

- rosters, minutes of meetings, interview/survey data or other indicators of inclusion showing that the school planning process is broad-based, collaborative and has commitment of the stakeholders
- the degree of correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, the expected schoolwide learning results, and academic standards
- the degree of correlation between allocation of time/fiscal/personnel resources, improvement plans, and learning results
- the specific benchmarks and accountability tools used in the monitoring process
- indications of the number of staff involved in school action plans
- evidence of student involvement in developing action plans
- other evidence identified by the school

### **A3. Leadership and Staff Criterion with Sample Prompts**

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

#### **Broad-Based and Collaborative**

Document that the school planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

**Findings:**

**Evidence:**

#### **School Plan Correlated to Student Learning**

What evidence supports that there is a correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards?

**Findings:**

**Evidence:**

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

What evidence supports the correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement schoolwide action plan?

**Findings:**

**Evidence:**

#### **A3. Leadership and Staff: Other Evidence**

What have you learned from examining additional evidence regarding this criterion?

**Findings:**

**Evidence:**

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## **A4. Leadership and Staff Criterion Indicators**

A qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development.

### **Employment Policies/Practices**

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

### **Qualifications of Staff**

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

### **Maximum Use of Staff Expertise**

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

### **Defining and Understanding Practices/Relationships**

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

### **Internal Communication and Planning**

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

### **Staff Actions/Accountability to Support Learning**

The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations.

### **Evaluation of Existing Processes**

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

### **A4. Qualified Staff: Other Findings**

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

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#### **A4. Leadership and Staff Criterion Suggested Evidence to Examine**

❖ **Guide Questions: To what extent:**

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

❖ **Suggested evidence to examine:**

- the degree to which the actions of the leadership are directly linked to student achievement of the academic standards and the expected schoolwide learning results; cite examples
- administrator and faculty written policies, charts, and handbooks that define responsibilities and relationships
- strategies for team building used at the school
- the structures for internal communications and resolving differences
- the leadership's processes and procedures for involving staff in shared responsibilities and actions to support student learning
- the level of actual staff involvement in actions focusing on successful student learning; obtained through interviews with staff and administration
- descriptions of collaboration across the school
- employment policies/practices related to qualification/statutory requirements
- information on staff background, training and preparation
- staff assignments to maximize use of their expertise
- the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations
- other evidence identified by the school

## A4. Leadership and Staff Criterion Prompts

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

### **Employment Policies/Practices**

Evaluate the clarity of the employment policies/ practices related to qualification/statutory requirements of staff.

**Findings:**

**Evidence:**

### **Qualifications of Staff**

Evaluate the procedures to ensure that staff are qualified based on staff background, training and preparation.

**Findings:**

**Evidence:**

### **Maximum Use of Staff Expertise**

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

**Findings:**

**Evidence:**

### **Defining and Understanding Practices/Relationships**

Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the clarity and understanding of these by administration and faculty.

**Findings:**

**Evidence:**

### **Internal Communication and Planning**

How effective are the existing structures for internal communication, planning, and resolving differences?

**Findings:**

**Evidence:**

### **Staff Actions/Accountability to Support Learning**

How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning? Include comments on the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations.

**Findings:**

**Evidence:**

**Evaluation of Existing Processes**

To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

**Findings:**

**Evidence:**

**A4. Leadership and Staff: Other Findings**

What have you learned from examining additional evidence regarding this criterion?

**Findings:**

**Evidence:**

**A5. Leadership and Staff Criterion Indicators**

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

**Support of Professional Development**

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

**Supervision and Evaluation**

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

**Measurable Effect of Professional Development**

There are effective operating processes that determine the measurable effect of professional development on student performance.

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

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

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**A5. Leadership and Staff Criterion Suggested Evidence to Examine****❖ Guide Questions: To what extent:**

- are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

**❖ Suggested evidence to examine:**

- the extent to which staff is supported by time, personnel, material and fiscal resources for planning and professional development to facilitate all students achieving the academic standards and the expected schoolwide learning results
- the evaluation procedures utilized and their effectiveness in promoting professional growth
- occurrence and extent of monitoring
- written professional development plan and follow-up to professional development activities
- description of how plan was developed and how priorities are set
- interviews with staff members to learn their perceptions of the purpose and effectiveness of professional development
- the extent to which staff members have taken advantage of professional development options available
- written and verbal assessment of how professional development has impacted student learning and accomplishment of the expected schoolwide learning results
- other evidence identified by the school

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## A5. Leadership and Staff Criterion Prompts

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

### **Support of Professional Development**

How effective is the support of professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results?

**Findings:**

**Evidence:**

### **Supervision and Evaluation**

How effective is the school's supervision and evaluation procedures in order to promote professional growth of staff?

**Findings:**

**Evidence:**

### **Measurable Effect of Professional Development**

Comment on the processes and their effectiveness in determining the measurable effect of professional development on student performance.

**Findings:**

**Evidence:**

### **A5. Leadership and Staff: Other Findings**

What have you learned from examining additional evidence regarding this criterion?

**Findings:**

**Evidence:**

## **A6. Resources Criterion Indicators**

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.

### **Allocation Decisions**

There is a relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

### **Practices**

There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note:** Some of this may be more district-based than school-based.)

### **Facilities**

The school's facilities are adequate to meet the school's vision and purpose and are safe, functional, and well maintained.

### **Instructional Materials and Equipment**

The procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

### **Well-Qualified Staff**

Resources are available to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

### **Long-Range Planning**

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

### **A6. Resources: Other Findings**

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

**A6. Resources Criterion Suggested Evidence to Examine****❖ Guide Questions: To what extent:**

- are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

**❖ Suggested evidence to examine:**

- description of the resources which are considered crucial to the operation of the school and its focus on academic standards and expected schoolwide learning results
- availability of materials, space, and equipment to support student learning
- number of staff members and level of professional expertise
- the adequacy of the facilities to meet the purpose of the school, i.e., safe, functional, and well-maintained
- the procedures for maintaining the physical facilities
- the procedures for hiring and nurturing a well-qualified staff
- the procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed material, audio-visuals, support technology, manipulative, laboratory materials
- the school plan which describes how resources will be utilized
- how resources are being coordinated to support all students accomplishing the academic standards and the expected schoolwide learning results
- how district resources are being applied to students accomplishing the academic standards and the expected schoolwide learning results
- the procedures for regular examination of the master or long-range plan to ensure all students are achieving the academic standards and the expected schoolwide learning results
- the involvement of the school's shareholders in long-range planning
- other evidence identified by the school

## A6. Resources Criterion Prompts

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

### Allocation Decisions

Evaluate the relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

**Findings:**

**Evidence:**

### Practices

Evaluate the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note:** Some of this may be more district-based than school-based.)

**Findings:**

**Evidence:**

### Facilities

Determine if the facilities are adequate to meet the school's vision and purpose and are safe, functional, and well-maintained.

**Findings:**

**Evidence:**

### Instructional Materials and Equipment

Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.

**Findings:**

**Evidence:**

### Well-Qualified Staff

Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

**Findings:**

**Evidence:**

### Long-Range Planning

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

**Findings:**

**Evidence:**

**A6. Resources: Other Findings**

What have you learned from analysis of additional evidence regarding this criterion?

**Findings:**

**Evidence:**

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**[FOR CHARTER SCHOOLS ONLY]**

**A7. Resources Criterion Indicators**

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).

**Long-range Financial (and other Resources) Plan**

The school regularly reviews its long-range (and other resources) plan in relation to the school's purpose and expected schoolwide learning results. Decisions about resource allocation are directly related to the school's purpose and schoolwide learning results.

**Regular Accounting and External Audit Procedures**

The school has defined regular accounting and external audit procedures.

**Budgeting Process — Transparency**

The school develops and monitors its annual budgeting process to ensure “transparency.”

**Adequate Compensation, Staffing, Reserves**

The school provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

**Marketing Strategies**

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

**Stakeholder Involvement**

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

**Informing the Public and Appropriate Authorities**

The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

**Adequacy of Reserve Funds**

The school ensures the adequacy of reserve funds to ensure the financial stability of the school.

**Decisions-Schoolwide Learning Results**

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

**A7. Charter Schools: Other Findings**

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

**[FOR CHARTER SCHOOLS ONLY]**

**A7. Resource Criterion Suggested Evidence to Examine**

❖ **Guide Questions: To what extent:**

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

❖ **Suggested evidence to examine:**

- the long-range financial (and other resources) plan which is regularly reviewed and linked to the school's purpose and expected schoolwide learning results
- defined regular accounting and external audit procedures
- evidence that the school provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves
- the marketing strategies used to support the implementation of the developmental program
- the research and information used to form the long-range plan
- the involvement of stakeholders in the future planning
- governing authorities and school leaders involved in informing the public and appropriate governmental authorities about the financial needs of the organization
- the adequacy of the reserve funds to ensure the financial stability of the school
- the school's planning process for addressing long-range capital needs (buildings, equipment, endowment)
- decisions about resource allocations are directly related to the school's purpose and the expected schoolwide learning results
- the budgeting process involves board, administration, faculty, and staff, as appropriate
- the annual budget, its development and monitoring process, and its "transparency"
- other evidence identified by the school

## [FOR CHARTER SCHOOLS ONLY]

### A7. Leadership and Staff Criterion Prompts

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

#### **Long-range Financial (and other Resources) Plan**

To what extent the school regularly reviews its long-range (and other resources) plan in relation to the school's purpose and expected schoolwide learning results. Are the decisions made about resource allocation directly related to the school's purpose and schoolwide learning results?

**Findings:**

**Evidence:**

#### **Regular Accounting and External Audit Procedures**

To what extent the school has defined regular accounting and external audit procedures?

**Findings:**

**Evidence:**

#### **Budgeting Process — Transparency**

Comment on how the school has developed and monitors its annual budgeting process to ensure "transparency."

**Findings:**

**Evidence:**

#### **Adequate Compensation, Staffing, Reserves**

To what extent does the school provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?

**Findings:**

**Evidence:**

#### **Marketing Strategies**

Evaluate the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

**Findings:**

**Evidence:**

#### **Stakeholder Involvement**

To what extent are all stakeholders involved in future planning, including addressing long-range capital needs?

**Findings:**

**Evidence:**

**Informing the Public and Appropriate Authorities**

Evaluate the processes for the governing authorities and school leaders informing the public and appropriate governmental authorities about the financial needs of the organization.

**Findings:**

**Evidence:**

**Adequacy of Reserve Funds**

How does the school ensure the adequacy of reserve funds to ensure the financial stability of the school?

**Findings:**

**Evidence:**

**Decisions-Schoolwide Learning Results**

To what extent does the school base its resource allocation decisions in relationship to the expected schoolwide learning results and the critical academic needs of the students?

**Findings:**

**Evidence:**

**A7. Charter Schools: Other Findings**

Comment on other information that the school has examined that impacts the degree to which the school is meeting this criterion.

**Findings:**

**Evidence:**

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**[FOR CHARTER SCHOOLS ONLY]****A8. Resources Criterion Indicators**

The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards.

**Written and Adopted Policies/Procedures**

The school has written adopted fiscal policies and procedures for internal controls.

**Annual Financial Audit**

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

**Compliance of Personnel**

Personnel follow the fiscal policies and procedures.

**Processes for Implementation of Financial Practices**

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

**Contracts — Accounting**

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

**A8. Charter Schools: Other Findings**

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

**[FOR CHARTER SCHOOLS ONLY]****A8. Resources Criterion Suggested Evidence to Examine****❖ Guide Questions: To what extent:**

- has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

**❖ Suggested evidence to examine:**

- the written and adopted fiscal policies and procedures for internal controls
- the school's annual independent financial audit conducted employing generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school resolved to the satisfaction of the charter-granting agency
- written policies on the scope and responsibilities related to an independent financial audit
- the most recent, comprehensive audit by a credible outside CPA using generally accepted accounting practices and following state/federal laws
- the compliance of personnel in consistently following the fiscal policies and procedures
- written policies regarding person(s) who are authorized to sign contracts, write checks, and release institutional funds
- the process for monitoring of payroll information
- the process for reviewing bank reconciliations and deposits/withdrawals of all school financial accounts
- the policies and procedures for the use of credit cards and other lines of credit
- evidence that the school has sent its audit reports to the authorizing agency and other government entities as required by law
- evidence that the chartering authorizing agency reviews the annual audit report and responds to any corrective action plans of the school
- protections against mishandling of institutional funds
- the business, accounting, and ethical practices for handling institutional funds
- the contracting process for services, equipment, and materials
- an accounting of all contracts of \$75,000 or more and their purposes
- other evidence identified by the school

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**[FOR CHARTER SCHOOLS ONLY]**

**A8. Resources Criterion Prompts**

To what extent has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

**Written and Adopted Policies/Procedures**

Evaluate the fiscal policies and procedures for internal controls.

**Findings:**

**Evidence:**

**Annual Financial Audit**

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

**Findings:**

**Evidence:**

**Compliance of Personnel**

Evaluate the degree to which personnel follow the fiscal policies and procedures.

**Findings:**

**Evidence:**

**Processes for Implementation of Financial Practices**

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

**Findings:**

**Evidence:**

**Contracts — Accounting**

Explain the effectiveness of the following: The school has a contracting process for services, equipment, and materials and accounts for all contracts of \$75,000 or more and their purposes.

**Findings:**

**Evidence:**

**A8. Charter Schools: Other Findings**

Comment on additional information that impacts the degree to which the school is meeting this criterion.

**Findings:**

**Evidence:**

**SUMMARY OF CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES**

Review the criteria indicators and the response to the sample prompts and the corresponding evidence:

- Comment to what extent the criterion have been met
- Include major strengths and growth areas.

## **B: Standards-based Student Learning: Curriculum**

### **B1. Curriculum Criterion Indicators**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results. Through standards-based learning (what is taught and how it is taught), these are accomplished.

#### **Current Educational Research and Thinking**

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

#### **Academic Standards for Each Area**

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

#### **Congruence**

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

#### **Student Work — Engagement in Learning**

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

#### **Accessibility of All Students to Curriculum**

A rigorous, relevant and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

#### **Integration Among Disciplines**

There is integration among disciplines at the school.

#### **Curricular Development, Evaluation, and Revisions**

The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

#### **Policies-Rigorous, Relevant, Coherent Curriculum**

The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

#### **Articulation and Follow-up Studies**

The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

#### **B1. Curriculum: Other Findings**

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

## B1. Curriculum Criterion Suggested Evidence to Examine

### ❖ Guide Questions: To what extent:

- do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]

### ❖ Suggested evidence to examine:

- how current educational research and thinking documents such as the California *Frameworks* and other related publications are used to assist schools in work with academic standards and expected schoolwide learning results
- the academic standards for each subject area, course and/or program; the intra- and the inter-relationships of these
- the degree of congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results
- student work and student engagement in learning demonstrating the implementation of a curriculum defined by current research
- master schedule
- the extent to which there is integration among disciplines
- process which exist for articulation among and between levels, departments or clusters
- efforts being made to articulate with K-8 feeders schools and local colleges and universities in developing a strong foundation
- demographics and distribution of students throughout the class offerings (to include gender, ethnicity, primary language and students with special needs) (e.g., class enrollment lists)
- how the instructional practices and other activities facilitate access and successful educational outcomes for students who are learning English, economically disadvantaged, underachieving, gifted and talented, average ability; and students receiving educational services
- the procedures used for curriculum development, evaluation and revisions, the curricular organization of the school, including graduation requirements, credits, grading policies, homework policy
- follow-up studies of graduates
- other evidence identified by the school

## **B1. Curriculum Criterion Prompts**

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]

### **Current Educational Research and Thinking**

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

**Findings:**

**Evidence:**

### **Academic Standards for Each Area**

To what extent are there defined academic standards for each subject area, course, and/or program?

**Findings:**

**Evidence:**

### **Congruence**

To what extent is there congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results?

**Findings:**

**Evidence:**

### **Student Work — Engagement in Learning**

How does the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide student goals (ESLRs)?

**Findings:**

**Evidence:**

### **Accessibility of All Students to Curriculum**

What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students? What did you learn from examining the demographics and situation of students throughout the class offerings? How do the instructional practices and other activities facilitate access and success for special needs students?

**Findings:**

**Evidence:**

### **Integration Among Disciplines**

To what extent is there integration among disciplines?

**Findings:**

**Evidence:**

**Curricular Development, Evaluation, and Revisions**

Comment on the curriculum review, evaluation, and review processes for your program area, including graduation requirements, credits, grading policies, and homework policy. Comment on the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

**Findings:**

**Evidence:**

**Policies-Rigorous, Relevant, Coherent Curriculum**

What have you learned about the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.?

**Findings:**

**Evidence:**

**Articulation and Follow-up Studies**

Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

**Findings:**

**Evidence:**

**B1. Curriculum: Other Findings**

What have you learned from examining additional evidence regarding this criterion?

**Findings:**

**Evidence:**

**B2. Curriculum Criterion Indicators**

All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.

**Variety of Programs — Full Range of Choices**

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

**Student-Parent-Staff Collaboration**

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

**Monitoring/Changing Student Plans**

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

**Post High School Transitions**

The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

**B2. Curriculum: Other Findings**

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

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**B2. Curriculum Criterion Suggested Evidence to Examine****❖ Guide Questions: To what extent:**

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

**❖ Suggested evidence to examine:**

- a description of the variety of programs available to all students
- the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options
- the extent to which parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon students' learning styles and career and educational goals
- the extent to which the student population and surrounding community influences curriculum offerings and choice and how the curriculum builds on the cultural and linguistic characteristics of the students and community
- the extent to which the school program provides for career exploration, preparation for postsecondary education and pre-technical training for all students
- processes for monitoring students and their plans
- processes for making changes in classes, programs
- strategies for smooth transitions to post high school options (e.g., plans and programs in place which facilitate these transitions)
- follow-up studies of a wide variety of graduates and/or exit surveys
- other evidence identified by the school

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## **B2. Curriculum Criterion Prompts**

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

### **Variety of Programs — Full Range of Choices**

What have you learned regarding the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options? How does the school provide for career exploration, preparation for postsecondary education and pre-technical training for all students?

**Findings:**

**Evidence:**

### **Student-Parent-Staff Collaboration**

To what extent do parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals?

**Findings:**

**Evidence:**

### **Monitoring/Changing Student Plans**

What processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs)? How effective are these?

**Findings:**

**Evidence:**

### **Post High School Transitions**

How effective are strategies and programs to facilitate transitions to post high school options?

**Findings:**

**Evidence:**

### **B2. Curriculum: Other Findings**

What have you learned from examining additional evidence regarding this criterion?

**Findings:**

**Evidence:**

### **B3. Curriculum Criterion Indicators**

Upon completion of the high school program, students have met all the requirements of graduation.

#### **Real World Applications — Curriculum**

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

#### **Meeting Graduation Requirements**

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

#### **B3. Curriculum: Other Findings**

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

### **B3. Curriculum Criterion Suggested Evidence to Examine**

#### ❖ **Guide Questions: To what extent:**

- are students able to meet all the requirements of graduation upon completion of the high school program?

#### ❖ **Suggested evidence to examine:**

- the extent to which all students have access to a rigorous, standards-based curriculum as well as opportunities to explore real world applications of their educational interests
- academic support program to ensure students are meeting all requirements
- process for regular review of student data that provides information on students meeting the graduation requirements, including CAHSEE
- the extent to which the school's educational program maintains the flexibility to accommodate changes in student interests and areas of career exploration
- other evidence identified by the school

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**B3. Curriculum Criterion Prompts**

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

**Real World Applications — Curriculum**

To what extent do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?

**Findings:**

**Evidence:**

**Meeting Graduation Requirements**

How effective are academic support programs to ensure students are meeting all requirements, including the CAHSEE?

**Findings:**

**Evidence:**

**B3. Curriculum: Other Evidence**

What have you learned from examining additional evidence regarding this criterion?

**Findings:**

**Evidence:**

**SUMMARY OF CATEGORY B: STANDARDS-BASED STUDENT LEARNING:  
CURRICULUM**

Review the criteria indicators and the response to the sample prompts and the corresponding evidence:

- Comment to what extent the criterion have been met
- Include major strengths and growth areas.

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## **C: Standards-based Student Learning: Instruction**

### **C1. Instruction Criterion Indicators**

To achieve the academic standards and the expected schoolwide learning results, all students are involved in challenging learning experiences.

#### **Results of Student Observations and Examining Work**

The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

#### **Student Understanding of Performance Levels**

The students know beforehand the standards/expected performance levels for each area of study.

#### **Differentiation of Instruction**

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

#### **Student Perceptions**

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

#### **C1. Curriculum: Other Findings**

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

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## C1. Instruction Criterion Suggested Evidence to Examine

### ❖ **Guide Questions: To what extent:**

- are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

### ❖ **Suggested evidence to examine:**

- observation of students working and student work that illustrates the extent to which all students are involved in learning to assist them in achieving the academic standards and expected schoolwide learning results (examples of students working includes: oral presentations, individual and group work, discussions, investigations and experiments, performances; examples of student work include: essays, reports, project products, journals, portfolios, open-ended responses, tests)
- the extent to which students know beforehand the standard/expected performance levels for each area of study
- the extent to which differentiation of instruction is occurring and its impact on student learning
- student interviews which illustrate the extent to which students recognize the academic standards and the expected schoolwide learning results and the expected level of performance
- the degree of involvement in the learning of students with diverse backgrounds and abilities
- other evidence identified by the school

## **C1. Instruction Criterion Prompts**

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

### **Results of Student Observations and Examining Work**

To what extent did the observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results? Particularly, comment on the degree of involvement in the learning of students with diverse backgrounds and abilities.

**Findings:**

**Evidence:**

### **Student Understanding of Performance Levels**

To what extent do students know beforehand the standards/expected performance levels for each area of study?

**Findings:**

**Evidence:**

### **Differentiation of Instruction**

To what extent is differentiation of instruction occurring and what is the impact on student learning?

**Findings:**

**Evidence:**

### **Student Perceptions**

Through interviews and dialogue with students that represent the school population, comment on a) their level of understanding of the expected level of performance based on the standards and the schoolwide learning results and b) their perceptions of their learning experiences.

**Findings:**

**Evidence:**

### **C1. Curriculum: Other Findings**

What have you learned from examining additional evidence regarding this criterion?

**Findings:**

**Evidence:**

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## **C2. Instruction Criterion Indicators**

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

### **Current Knowledge**

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

### **Teachers as Coaches**

Teachers work as coaches to facilitate learning for all students.

### **Examination of Student Work**

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

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

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

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

### **Real World Experiences**

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

### **C2. Instruction: Other Findings**

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

## C2. Instruction Criterion Suggested Evidence to Examine

- ❖ **Guide Questions: To what extent:**
  - do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?
- ❖ **Suggested evidence to examine:**
  - the degree to which various learning approaches and learning styles of students are addressed through the instructional approaches
  - the extent to which teachers work as coaches to facilitate learning for all students
  - student work that provides evidence that students are, over time, becoming more adept at gathering information and presenting it in written, oral and multimedia formats
  - student work that demonstrates the extent to which learning is structured so that students organize, access and apply knowledge they already have through such activities as:
    - relating the new information or learning tasks to personal experiences and knowledge
    - using concrete examples and experiences and finding analogies, metaphors and similes that deepen their understanding of the topic
    - utilizing opportunities to critique and evaluate new information in relation to what they have experienced and know
  - student work that provides evidence that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation
  - student work which shows the extent to which technology is used to assist students in achieving the academic standards and the expected schoolwide learning result
  - student work which illustrates the extent to which current teaching practices provide all students with tools to gather and create knowledge and with opportunities to use those tools to research, inquire, gather, discover and invent knowledge on their own, and communicate
  - student work that reflects the materials and resources beyond the textbook available to students, such as
    - utilization and availability of library/multimedia resources and services
    - availability of and opportunities to access data bases, original source documents and computer information networks
    - experiences, activities and resources which link students to the real world
  - the extent to which opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students
  - other evidence identified by the school

## C2. Instruction Criterion Prompts

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

### **Current Knowledge**

Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.

**Findings:**

**Evidence:**

### **Teachers as Coaches**

To what extent do teachers work as coaches to facilitate learning for all students?

**Findings:**

**Evidence:**

### **Additional Examination of Student Work: Field #1**

To what extent do the representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired? b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this?

**Findings:**

**Evidence:**

### **Additional Examination of Student Work: Field #2**

To what extent do the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation?

**Findings:**

**Evidence:**

### **Additional Examination of Student Work: Field #3**

To what extent do the representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results?

**Findings:**

**Evidence:**

### **Additional Examination of Student Work: Field #4**

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

**Findings:**

**Evidence:**

**Real World Experiences**

To what extent are opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications available to all students?

**Findings:**

**Evidence:**

**C2. Instruction: Other Findings**

What have you learned from examining additional evidence regarding this criterion?

**Findings:**

**Evidence:**

**SUMMARY OF CATEGORY C: STANDARDS-BASED STUDENT LEARNING:  
INSTRUCTION**

Review the criteria indicators and the response to the sample prompts and the corresponding evidence:

- Comment to what extent the criterion have been met
- Include major strengths and growth areas.

## **D. Standards-based Student Learning: Assessment and Accountability**

### **D1 & D2. Assessment and Accountability Criterion Indicators**

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.

Teachers employ a variety of assessment 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.

#### **Professionally Acceptable Assessment Process**

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

#### **Basis for Determination of Performance Levels**

The school has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

#### **Appropriate Assessment Strategies**

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

#### **Demonstration of Student Achievement**

A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.

#### **Curriculum Embedded Assessments**

The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

#### **Student Feedback**

Student feedback is an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results.

#### **Modification of the Teaching/Learning Process**

Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

#### **Monitoring of Student Growth**

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

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

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

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**D1 & D2. Assessment and Accountability Criterion Suggested Evidence to Examine****❖ Guide Questions: To what extent:**

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

**❖ Suggested evidence to examine:**

- the nature and types of student assessment
- how growth is determined and how that information is used
- the basis upon which students' grades and performance levels are determined
- examples of standards-based curriculum assessments in English language arts and mathematics embedded in the curriculum, including examination of the performance of students whose primary language is not English
- how assessment results are used as the basis for re-evaluation of the curricular objectives and instructional approaches
- student work demonstrating the degree to which assessment allows students to apply knowledge and skills to complete real-life performance-based tasks
- the extent to which assessment is used to improve instruction for students
- examples of progress of all students toward accomplishing the academic standards and the expected schoolwide learning results is monitored
- notes from meetings during which discussions of student progress occur, including lists of participants
- analysis of student work to determine achievement of the academic standards and expected schoolwide learning results, including those students with special needs
- other evidence identified by the school

## **D1 & D2. Assessment and Accountability Prompts**

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

### **Professionally Acceptable Assessment Process**

Comment on the effectiveness of the assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

**Findings:**

**Evidence:**

### **Basis for Determination of Performance Levels**

Upon what basis are students' grades, their growth and performance levels determined and how is that information used?

**Findings:**

**Evidence:**

### **Appropriate Assessment Strategies**

To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.

**Findings:**

**Evidence:**

### **Demonstration of Student Achievement**

Provide a range of examples of how student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.

**Findings:**

**Evidence:**

### **Curriculum Embedded Assessments**

Provide examples of standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English.

**Findings:**

**Evidence:**

### **Student Feedback**

To what extent is student feedback an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results?

**Findings:**

**Evidence:**

**Modification of the Teaching/Learning Process**

Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

**Findings:**

**Evidence:**

**Monitoring of Student Growth**

Provide representative examples of how progress of all students toward meeting the academic standards and expected schoolwide learning results is monitored.

**Findings:**

**Evidence:**

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

What have you learned from examining additional evidence regarding this criterion?

**Findings:**

**Evidence:**

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**D3–D4. Assessment and Accountability Criterion Indicators**

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.

The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

**Assessment and Monitoring Process**

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

**Reporting Student Progress**

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

**Modifications Based on Assessment Results**

The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

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

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

**D3–D4. Assessment and Accountability Criterion Suggested Areas to Examine****❖ Guide Questions: To what extent:**

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

**❖ Suggested evidence to examine:**

- the extent to which district and board are involved in the review process
- the extent to which school staff is involved in the review process
- the extent to which students and parents are involved in the ongoing review process about student performance
- the means by which student progress toward achieving the academic standards and the expected schoolwide learning results is reported to the community (e.g., forums, newsletters)
- the extent to which parents and district and school board members are kept informed about the assessment results
- examples of responses from community members
- examples of how assessment results have caused recent change in the school's program
- examples of how professional development activities and topics have been determined by schoolwide assessment results
- examples of how all shareholder groups have been involved in a results-driven continuous planning process
- examples of how the site, district and board decisions on allocation of resources are influenced by schoolwide assessment results
- other evidence identified by the school

### **D3–D4. Assessment and Accountability Criterion Prompts**

To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

#### **Assessment and Monitoring Process**

To what extent are the following shareholders involved in the assessment and monitoring process of student progress: district, board, staff, students and parents?

**Findings:**

**Evidence:**

#### **Reporting Student Progress**

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

**Findings:**

**Evidence:**

#### **Modifications Based on Assessment Results**

Provide examples of how assessment results have caused changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

**Findings:**

**Evidence:**

#### **D3-4. Assessment/Accountability: Other Findings**

What have you learned from examining additional evidence regarding this criterion?

**Findings:**

**Evidence:**

**SUMMARY OF CATEGORY D: STANDARDS-BASED STUDENT LEARNING:  
ASSESSMENT AND ACCOUNTABILITY**

Review the criteria indicators and the response to the sample prompts and the corresponding evidence:

- Comment to what extent the criterion have been met
- Include major strengths and growth areas.

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## **E: School Culture and Support for Student Personal and Academic Growth**

### **E1. School Culture and Student Support Criterion Indicators**

The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process

#### **Regular Parent Involvement**

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

#### **Use of Community Resources**

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

#### **Parent/Community and Student Achievement**

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

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

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

**E1. School Culture and Student Support Criterion Suggested Areas to Examine****❖ Guide Questions: To what extent:**

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

**❖ Suggested evidence to examine:**

- descriptions of the links with parents and community
- how local resources provided by parents and community are identified and utilized
- strategies for involving non-English speaking parents
- strategies and processes for supporting parents as active partners in the teaching/learning process
- how parents and community members are involved in the school's decision-making process
- other evidence identified by the school

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## **E1. School Culture and Student Support Prompts**

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

### **Regular Parent Involvement**

Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents.

**Findings:**

**Evidence:**

### **Use of Community Resources**

How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?

**Findings:**

**Evidence:**

### **Parent/Community and Student Achievement**

How does the school ensure that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co-curricular program?

**Findings:**

**Evidence:**

### **E1. School Culture and Student Support: Other Findings**

What have you learned from examining additional evidence regarding this criterion?

**Findings:**

**Evidence:**

## E2. School Culture and Student Support Criterion Indicators

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

### **Safe, Clean, and Orderly Environment**

The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning.

### **High Expectations/Concern for Students**

The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

### **Atmosphere of Trust, Respect and Professionalism**

The school has an atmosphere of trust, respect and professionalism.

### **E2. School Culture and Student Support: Other Findings**

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

## E2. School Culture and Student Support Criterion Suggested Evidence to Examine

### ❖ **Guide Questions: To what extent:**

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

### ❖ **Suggested evidence to examine:**

- the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning
- the analysis of all aspects of the school with respect to safety regulations
- the degree to which caring and high expectations for all students is demonstrated on a daily basis
- the degree to which specific strategies demonstrate an atmosphere of trust, respect and professionalism
- ways that citizenship and ethical values and behaviors are demonstrated by students
- the procedures and the extent to which current educational research and thinking is shared, discussed, implemented and reflected upon by the staff at the school site
- other evidence identified by the school

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## E2. School Culture and Student Support Criterion Prompts

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

### **Safe, Clean, and Orderly Environment**

Comment on your analysis of a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations.

**Findings:**

**Evidence:**

### **High Expectations/Concern for Students**

To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

**Findings:**

**Evidence:**

### **Atmosphere of Trust, Respect and Professionalism**

To what degree is there evidence of an atmosphere of trust, respect and professionalism?

**Findings:**

**Evidence:**

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

What have you learned from examining additional evidence regarding this criterion?

**Findings:**

**Evidence:**

## **E3–E4. School Culture and Student Support Criterion Indicators**

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Students have access to a system of personal support services, activities and opportunities at the school and within the community.

### **Adequate Personalized Support**

The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

### **Direct Connections**

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

### **Strategies Used for Student Growth/Development**

Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

### **Support Services and Learning**

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

### **Equal Access to Curriculum and Support**

All students have access to a challenging, relevant and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

### **Co-Curricular Activities**

School leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results.

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

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

### **Student Perceptions**

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

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

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

## E3–E4. School Culture and Student Support Criterion Suggested Evidence to Examine

### ❖ Guide Questions: To what extent:

- do all students receive appropriate support along with an individualized learning plan to help ensure academic success?
- do students have access to a system of personal support services, activities and opportunities at the school and within the community?

### ❖ Suggested evidence to examine:

- the support mechanisms which the school has established to include counselors and ensure access to and success within an integrated, standards-based curriculum for all students
- instructional resources available through library/media services and facilities
- strategies which promote a more personalized approach to learning
- alternative instructional options which allow access to and progress in the rigorous standards-based curriculum
- the purpose and effectiveness of the school's EL program and its relationship to the rigorous, standards-based curriculum
- a description of how all students with special needs are allowed access to a rigorous standards-based curriculum (GATE, EL, special education)
- the extent to which the master schedule reflects the school's support for all students having access to the rigorous standards-based curriculum
- demographics and distribution of students through classes (includes gender, ethnicity, primary language, students with special needs)
- evidence of availability of classes to all students, e.g., time and period schedules and the rationale for placement of courses on the schedule; the number and kinds of course offerings; alternative schedules available for repeat or accelerated classes (summer, class periods beyond the traditional school day)
- do all students have equal access to a system of personal support services, activities and opportunities at the school and within the community?
- strategies which ensure that all students are successful and connected to the school
  - level of teacher involvement with students in the classroom
  - existence of a curriculum which promotes inclusion
  - level of teacher involvement with students outside the regular classroom activity (e.g., club sponsorship as, teacher participation in extracurricular and co-curricular activities, advisorships)
  - homeroom and student advocacy programs
  - systems which connect students of different backgrounds to the school community and each other such as music, fine arts, clubs, forums, formal school activities
  - connections of co-curricular and extra-curricular activities to the school's academic standards and expected schoolwide learning results
  - processes for regular review of student and schoolwide profiles
  - processes and procedures for interventions that address retention, redirection, retrieval
- interviews with students and staff to learn the effectiveness of these strategies
- the extent to which the services, activities and opportunities for assisting students in reaching their goals are coordinated, integrated and networked to provide comprehensive support

- direct connections between academic standards and expected schoolwide learning results and allocation of resources to student support services available to students, such as
  - counseling/advisory services
  - articulation services (into high school, level to level, and post high school)
  - psychological and health services or referral services
- other evidence identified by the school

### **E3–E4. School Culture and Student Support Criterion Prompts**

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

#### **Adequate Personalized Support**

To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance?

**Findings:**

**Evidence:**

#### **Direct Connections**

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

**Findings:**

**Evidence:**

#### **Strategies Used for Student Growth/Development**

Evaluate the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

**Findings:**

**Evidence:**

#### **Support Services and Learning**

To what extent does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom? Particularly, evaluate this with respect to the EL, GATE, special education and other programs.

**Findings:**

**Evidence:**

#### **Equal Access to Curriculum and Support**

What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings? (e.g., master class schedule and class enrollments) What type of alternative schedules are available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day)

**Findings:**

**Evidence:**

**Co-Curricular Activities**

To what extent does the school leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results?

**Findings:**

**Evidence:**

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

Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

**Findings:**

**Evidence:**

**Student Perceptions**

Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.

**Findings:**

**Evidence:**

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

What have you learned from analysis of additional evidence regarding these criteria?

**Findings:**

**Evidence:**

## **SUMMARY OF CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

Review the criteria indicators and the response to the sample prompts and the corresponding evidence:

- Comment to what extent the criterion have been met
- Include major strengths and growth areas.