

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

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

CRITERION E-1 continued

STAGES

4	3	2	1
<p>The community partnership agencies offer resources and real-world connections through such opportunities as student internships, mentoring, tutoring, job shadowing, and project-based learning.</p>			

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

STAGES

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

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

STAGES

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

CRITERION E-3 AND E-4 continued

STAGES

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