

QUALITY INDICATORS (SELF-EVALUATION)

Instructions: Mark the box that describes the level of implementation of each indicator at the applicant school. Briefly describe the evidence that validates the implementation of each indicator that is marked “in place.”

A. School Management

Leadership is an important element of a quality education. The administration sets the tone of the school and provides for positive change, high standards, and effective organizational management. Strong leadership in continuation education is needed to effect high expectations of students within a caring community.

A1. The philosophy, goals, and mission of the school are regularly reviewed by school and district staff, students, parents/guardians/caregivers, and the community.

The implementation of Indicator A1 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper if necessary.)

A2. The principal provides strong positive leadership as indicated by:

- Shared decision making
- Creating a positive climate
- Supporting policies that are responsive to student needs
- Supporting staff efforts for change and innovations

The implementation of Indicator A2 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper, if necessary.)

A3. Students referrals are made through a district-level process within the parameters of the California *Education Code*, other appropriate legal codes, Title IX (gender equity), and Governing Board policies.

Sufficient district funding follows each student to provide appropriate resources.

The implementation of Indicator A3 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper, if necessary.)

A4. Special education students are referred through Individualized Education Program Teams with input from the continuation school as to the appropriateness of placement, and provided with prescribed special education services.

Sufficient district funding follows each student to provide appropriate resources.

The implementation of Indicator A4 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper, if necessary.)

A5. The district administration and Governing Board support the school/program with:

- Equitable resource allocations
- Positive public support
- Student recognition activities
- Staff recognition activities
- Written procedures with flexibility in school policies, practices, and class schedules to meet the individual needs of students

The implementation of Indicator A5 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper, if necessary.)

A6. Teachers are selected on the basis of education, experience, and commitment to provide a superior education to all students.

The implementation of Indicator A6 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper, if necessary.)

A7. Qualified and capable students are encouraged and permitted to concurrently enroll in other learning opportunities (e.g., traditional high school, ROC/P, community college, community-based education).

The implementation of Indicator A7 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper, if necessary.)

A8. A process is in place that allows staff to determine the credit value of work accomplished by student and how credits are earned.

The implementation of Indicator A8 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper, if necessary.)

B. Curriculum

A high school education should offer students a standards-based curriculum that provides them with the knowledge and skills that they will need to successfully transition to college, career training, or the workforce. Continuation high schools should ensure that multiple pathways are available to achieve success in this endeavor. Diversity in instructional strategies is encouraged so that the curriculum becomes relevant and meaningful to each student. Support services are provided to ensure students' personal, social, and academic needs are met

B1. The school's curriculum is aligned with the standards adopted by the State Board of Education, the Curriculum Frameworks, and the school's Expected Schoolwide Learning Results.

The core curriculum is accessible to all students and supports student achievement of the:

- California Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
- History-Social Science Content Standards for California Public Schools
- CCSS for Mathematics
- Next Generation Science Standards for California Public Schools
- Physical Education Model Content Standards for California Public Schools

The implementation of Indicator B1 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper, if necessary.)

B2. All students have access to courses, programs, or trainings that are culturally sensitive and reflect the ethnic, racial, and diverse nature of the community. These include:

- College preparation
- The "a-g" entrance requirements
- Vocational/career technical education
- Work experience education

The implementation of Indicator B2 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper, if necessary.)

B3. Co-curricular and extra-curricular programs and activities exist to assist students in developing self-esteem, social and emotional maturity, and in becoming productive members of their community.

The implementation of Indicator B3 is:

In Place

Not In Place

Evidence: (Use an additional sheet of paper, if necessary.)

C. Instructional Strategies

Alternative instructional strategies are an important aspect of continuation education. Strategies should reflect sensitivity to each student's strengths and needs, the individual learning style of each student, and the climate in the classroom. Wherever possible, curriculum and instruction should include meaningful and relevant real-world experiences as well as frequent opportunities to develop problem solving, collaboration, communication, and critical thinking skills. Meeting the challenge of excellence in education requires a variety of instructional approaches that can be adapted to meet the needs of students and teachers.

C1. Teachers promote high expectations, strong commitment to student success, the belief that every student can succeed, and a "no-failure" instructional system. Rewards are used to enhance student motivation and acknowledge student accomplishments.

A variety of instructional practices are used to present the curriculum in a way that is relevant to student needs.

The implementation of Indicator C1 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper, if necessary.)

C2. Learning is self-paced and the student sets his or her own time frame for completion of a course with help from instructional staff.

Student progress is monitored frequently to ensure success in achieving objectives. Skill building and tutoring are available to all students.

The implementation of Indicator C2 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper, if necessary.)

C3. The student-teacher ratio is consistent with the CDE recommendation of 20:1 enrolled, with the expectation that this will produce at least 75 percent ADA (15:1) for each class

Note: If the student-teacher ratio exceeds 20:1, but the applicant feels the school should be recognized as a model school, submit a one-page narrative that addresses this issue and request a waiver of this indicator.

The implementation of Indicator C3 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper, if necessary.)

C4. Teachers are highly qualified and credentialed to teach in their assignments. Teachers participate in districtwide curriculum and staff development activities and are provided staff development opportunities to improve effectiveness and update teaching practices through the use of current technologies.

The implementation of Indicator C4 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper, if necessary.)

D. Educational Climate

Students, staff, and the community set the educational climate of a school. Quality learning and high standards are attainable within a positive climate in which each person is respected and individual worth is honored. Successful experiences, encouragement, opportunities for professional growth, high expectations, trust, and caring are signs of a positive climate where teaching and learning can thrive. The continuation high school offers an environment where students and teachers experience mutual respect and a strong sense of self-worth.

D1. The school buildings and facilities are safe, clean, adequate, and well maintained to provide a high-quality program.

The implementation of Indicator D1 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper, if necessary.)

D2. There is open communication among the staff, students, and parents/guardians/caregivers that promotes mutual respect, trust, and support.

The staff demonstrates its commitment to the students, parents/guardians/caregivers, and community by working as a team to provide high-quality educational experiences.

Teachers have access to the instructional materials necessary to provide high-quality instruction.

The implementation of Indicator D2 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper, if necessary.)

D3. The school provides a nurturing environment and a supportive, caring atmosphere that ensures positive approaches to discipline.

The conduct code is implemented in a fair and consistent manner.

The implementation of Indicator D3 is:

In Place **Not In Place**

Evidence: (Use an additional sheet of paper, if necessary.)

E. Guidance and Counseling

Continuation high schools strive to provide an intensive support system to students that will promote a successful experience in school, in the community, and in the transition from school to career. Guidance and counseling are an integral part of continuation education. The multiple needs that students bring to school often require individual counseling, information and referral, coordination of services, and ready access to a broad range of resources.

E1. Students have access to counseling services that meet their social, academic, career, and emotional needs. Each student meets regularly with staff to ensure that his or her individual learning plan clarifies goals, embodies a long-range perspective, and is comprehensive and balanced.

Students have access to career preparation, employability skills training, and job opportunity information at the school. Provisions are made to ensure a successful transition from school to career, and the school has a CDE-approved Work Experience Education Program, if required.

The implementation of Indicator E1 is:

In Place

Not In Place

Evidence: (Use an additional sheet of paper, if necessary.)

E2. Referral services support and/or rehabilitative programs are available for students with problems stemming from:

- Substance abuse
- Physical or sexual abuse
- Gang affiliation
- Emotional or mental stress
- Other factors

The implementation of Indicator E2 is:

In Place

Not In Place

Evidence: (Use an additional sheet of paper, if necessary.)