

B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion with 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.

INDICATORS

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 with Sample 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.]

SAMPLE PROMPTS

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.

Academic Standards for Each Area

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

Congruence

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

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)?

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?

Integration Among Disciplines

To what extent is there integration among disciplines?

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.

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.?

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?

B1. Curriculum: Other Findings

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

B2. Curriculum Criterion with 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.

INDICATORS**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.

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

B2. Curriculum Criterion with Sample Prompts

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

SAMPLE PROMPTS

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?

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?

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?

Post High School Transitions

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

B2. Curriculum: Other Findings

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

B3. Curriculum Criterion with Indicators

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

INDICATORS**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

B3. Curriculum Criterion with Sample Prompts

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

SAMPLE PROMPTS**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?

Meeting Graduation Requirements

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

B3. Curriculum: Other Evidence

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