

California GEAR UP

School Self Assessment Rubric (SSAR)

Conditions of a College-Going Culture

CONDITION 1: DEVELOPMENT OF A COLLEGE-GOING CULTURE

1A. A College-Going Culture

Phase 1:	Phase 2:	Phase 3:	Phase 4:	Phase 5:
<p><u>STUDENT EXPECTATIONS</u></p> <p>Selected students considered capable of taking rigorous coursework; staff conversation/ planning reflects informal and formal labeling of students.</p> <p>Few students believe that college is attainable; most students believe college is reserved for the exceptional few who triumph over adversity to rise above all others.</p> <p><u>ACADEMIC GOALS</u></p> <p>No or few school-wide academic achievement goals identified; teachers tend to work in own classroom with little or no development of goals in collaboration with other teachers.</p> <p><u>RIGOROUS COURSEWORK</u></p> <p>Students are ‘tracked’ by perceived ability into homogenous groups; lower-achieving get least prepared teachers and watered-down curriculum; teaching for ‘low-achievers’ is linear and rarely includes attainment of higher-level thinking skills.</p>	<p>Some staff members have high expectations for all students; no school-wide plan addresses beliefs regarding student potential; discrepancies are based on socioeconomic status, ethnicity, gender, etc.</p> <p>Some high-achieving students see college as a goal; these students take rigorous classes and extend the necessary effort to succeed in these classes.</p> <p>School-wide academic achievement goals identified but vague; most teachers unaware of these goals or assume they are unrelated to their own teaching.</p> <p>Some progress made to provide wider access to rigorous courses to more students, but selection of participants is based on individual perceptions of selected staff; learning support programs fragmented and tend to be only loosely tied to standards-based curriculum.</p>	<p>Most staff views all students as capable of learning rigorous content and high-level thinking; school-wide plan focuses on raising expectations for all students.</p> <p>Most students see college preparation as a normal part of their schooling; most students put forth the necessary effort to succeed in high-level classes; support is provided for students when necessary.</p> <p>Data used to identify needs and plan. School-wide goals are specific, concrete and focused; most teachers aware of these; many individual teachers use goals for planning instruction.</p> <p>Placement of students in rigorous courses is coordinated to increase access for all students; staff has identified and addressed needed changes in teaching practices; carefully planned learning support programs are well-integrated with clearly-defined student achievement goals.</p>	<p>All students viewed as potential high achievers; school-wide plan reflects shared mission among all stakeholders to sustain high expectations for all students.</p> <p>All students and adults see college as expected and attainable, and effort and persistence required for college is perceived as normal. Support is available for all students through tutoring, additional material, counseling, intervention, etc.</p> <p>Disaggregated data used to target improvement for each group; teachers believe goals are important and use them individually and collectively in planning instruction.</p> <p>All students have access to classes that prepare them for post-secondary education; all students are taught the same rigorous curriculum by qualified teachers; a variety of strategies, including heterogeneous groups and technology are used to support learning; practices modified to better serve students.</p>	<p>☐ This is a strength we can share with other sites and organizations.</p>

CONDITION 1: DEVELOPMENT OF A COLLEGE- GOING CULTURE (Continued)

1A. A College-Going Culture (Continued)

Phase 1:	Phase 2:	Phase 3:	Phase 4:	Phase 5:
<p><u>INFORMATION ABOUT COLLEGE-GOING</u></p> <p>Parents, students and other community members are not aware of and rarely provide information about preparing students for higher education.</p>	<p>Sporadic activities and events that highlight college and career opportunities are loosely connected with instructional goals; some parents and students assume these activities do not apply to them, and therefore do not participate.</p>	<p>Activities and events to promote college are coordinated and sequential, building on the school’s instructional goals; most parents and students feel they are included and encouraged to attend.</p>	<p>Activities and events to promote college are integrated and planned within the content of the school’s curriculum. Parents, students and community partners actively participate in planning and implementing programs.</p>	<p>☐ This is a strength we can share with other sites and organizations.</p>

1B. A Learning Community

Phase 1:	Phase 2:	Phase 3:	Phase 4:	Phase 5:
<p><u>COMMUNICATION</u></p> <p>Communication with stakeholders is inconsistent and one-way (to inform only). There is a tendency to give up on stakeholders perceived as hard-to-reach.</p> <p>Communication is often used to convey negative information about students to parents and guardians.</p>	<p>Most stakeholders receive general information with some effort to address language and cultural barriers; few stakeholders attend meetings and respond to requests for input.</p> <p>Some positive communication to parents and students is inconsistently provided; input from parents and/or students is solicited on a limited basis.</p>	<p>Communication is mostly two-way and regularly informs all stakeholders; efforts are made to address language and cultural barriers to communication; most stakeholder groups are regularly represented at meetings and respond to requests for input.</p> <p>Most parents and students are regularly informed regarding student accomplishments, progress and areas in need of improvement.</p>	<p>Creative strategies are used to engage all stakeholders; community members are involved as school partners and regularly support and participate in school activities; language needs are addressed in all communication.</p> <p>All stakeholders are partners in a shared goal to raise student achievement; communication is used to celebrate successes and acknowledge efforts as well as address areas of concern.</p>	<p>☐ This is a strength we can share with other sites and organizations.</p>

CONDITION 1: DEVELOPMENT OF A COLLEGE- GOING CULTURE (Continued)

1B. A Learning Community (Continued)

Phase 1:	Phase 2:	Phase 3:	Phase 4:	Phase 5:
<p><u>LEADERSHIP</u></p> <p>Mostly top-down style of management with little input solicited and/or included from stakeholders.</p> <p>No leadership team in place, or team formed but seldom meets. Purpose of leadership team unclear.</p> <p><u>PARTNERS</u></p> <p>District/Board of Education involvement consists mainly of centralized mandates.</p> <p>Limited involvement of community and college partners, focused mainly on isolated activities and events.</p> <p><u>STRATEGIC THINKING</u></p> <p>No consistent vision and strategic thinking; tendency to rely on add-on, fragmented programs; data is rarely used to plan.</p>	<p>Selected teachers, parents and students identified as leaders with limited responsibilities.</p> <p>Leadership team is in place but functions in isolation with some general input solicited from others.</p> <p>Some district personnel utilized as resources.</p> <p>Community and college partners are invited to participate in some planning activities; a few participate on leadership team.</p> <p>Vision and mission published but not used strategically to move all stakeholders in a focused direction; limited data use; some coordination of programs, mainly by individuals.</p>	<p>Most stakeholders are aware of and included in leadership opportunities.</p> <p>Leadership team communicates with most key stakeholder groups to integrate efforts; most stakeholders included in setting goals and planning; members of leadership team have clear responsibilities.</p> <p>District personnel supportive of school efforts; district and school goals match; school's needs are addressed in a timely manner.</p> <p>Some community and college partners regularly participate in leadership team planning and implementation efforts.</p> <p>Shared vision is known and accepted by most stakeholders and used for a student-focused agenda; some use of data, mainly by the leadership team, to plan and monitor progress.</p>	<p>All stakeholders notified consistently and actively engaged in leadership.</p> <p>Leadership team communicates regularly with all key stakeholder groups toward integration of efforts; roles of leadership team members are clearly defined; purpose of the leadership team is understood by all stakeholders.</p> <p>Strengths and accomplishments recognized by district; district personnel work in collaboration with school.</p> <p>Many community and college partners are included and accepted by all stakeholders as integral to school's infrastructure.</p> <p>All stakeholders regularly engaged in actualizing the shared vision and mission; data inquiry process understood and used by all to move a student-focused agenda forward in a consistent, systemic way.</p>	<p>☐ This is a strength we can share with other sites and organizations.</p>

CONDITION 1: DEVELOPMENT OF A COLLEGE- GOING CULTURE (Continued)

1B. A Learning Community (Continued)

Phase 1:	Phase 2:	Phase 3:	Phase 4:	Phase 5:
<p><u>DATA USE</u></p> <p>There is little understanding of the use of data for planning and for facilitating desired outcomes; data is rarely used to inform progress in productive, systemic ways; instead, data is often used for ‘blaming’ and ‘finger-pointing’.</p> <p><u>MEETING FOCUS</u></p> <p>Meetings focus on operations and information dissemination; adult-centered agenda.</p> <p><u>RESOURCES</u></p> <p>Few staff members are aware of the range of resources available to support efforts to raise student achievement. Existing resources (materiel, funding, and human resources) used in fragmented, uncoordinated way; impact on students is low. Programs and services disappear when funding runs out.</p>	<p>Some use of data, but usually limited to test scores and an external set of standards; some data interpreted and shared with stakeholders; some use of data to inform the change process but only by selected staff.</p> <p>Some meetings focus on student achievement and provide some opportunities for staff engagement and involvement.</p> <p>Some programs and resources loosely coordinated, with inconsistent impact on students; access to resources limited to selected students, parents and staff; programs and services not always integrated into the school-wide student achievement plan.</p>	<p>Most stakeholders understand and use a data inquiry model to examine and plan together; a variety of data and information is used to facilitate and sustain desired outcomes.</p> <p>Meetings more focused on teaching and student learning agenda; various data and research-based information is used for discussion and planning. Involvement of all stakeholders is encouraged.</p> <p>Resources are identified and utilized through a coordinated process by most stakeholders; information about resources updated regularly, new resources developed to meet changing needs of stakeholders; existing resources integrated effectively to have high impact on academic achievement of most students.</p>	<p>Data is used regularly to develop, implement and modify the school wide plan; there is ongoing assessment, monitoring and evaluation of progress toward measurable outcomes for all students; research-based models and approaches are regularly examined and applied in planning and decision-making.</p> <p>Meetings regularly focus on using disaggregated data, stakeholder input, research and professional reading; all stakeholders are informed about meeting agenda and decisions.</p> <p>Integration of all resources maximizes impact on student achievement, and school-wide plan includes a systemic process for identifying, obtaining and implementing new and expanded resources; all stakeholder groups included in planning and implementation.</p>	<p>☐ This is a strength we can share with other sites and organizations.</p>

CONDITION 2: RIGOROUS ACADEMIC CURRICULUM

Phase 1:	Phase 2:	Phase 3:	Phase 4:	Phase 5:
<p><u>ACCESS TO MATH AND RIGOROUS COURSES</u></p> <p>Few or no students have access to algebra; only selected students enrolled in rigorous courses.</p> <p><u>ACADEMIC SUPPORT</u></p> <p>Little support is available to assist ‘low-achieving’ students to build their capacity to succeed in rigorous coursework; no attention is paid to higher level thinking skills.</p> <p><u>ALIGNMENT TO STATE STANDARDS</u></p> <p>Courses are not aligned with state standards; few students are engaged in rigorous standards-based tasks and projects.</p> <p><u>ASSESSMENT</u></p> <p>Little or no agreement on a consistent process to measure and report student performance other than tests requiring recall of information; students and parents receive limited feedback.</p>	<p>Some students have access to algebra as well as other rigorous courses.</p> <p>Interventions are offered to some students, but are not grade level appropriate, lack challenging content and are not worthy of students’ time; some attention is paid to higher level thinking skills.</p> <p>Some courses are aligned with state standards; some students in some selected courses engage in rigorous standards-based tasks and projects</p> <p>Some agreement on measuring student performance by using a variety of assessment measures; some staff provide regular feedback to students and parents.</p>	<p>Most students enrolled in algebra by grade eight; rigorous courses are the norm.</p> <p>Support is provided to most students to give them access to grade level appropriate curriculum that is challenging, worthy of their time and provides development of higher level thinking skills.</p> <p>Most courses are aligned with state standards; most students in majority of courses engage in rigorous standards-based tasks and projects</p> <p>There is an agreed-upon framework for measuring student progress and providing regular feedback to students, teachers and parents; progress is assessed using a variety to assessment strategies.</p>	<p>By eighth grade all students enrolled in algebra and other rigorous courses; master schedule planned with rigor in mind for all students.</p> <p>All students have access to support and enrichment that contains grade level appropriate rigorous content, encourages higher-level thinking and use of a variety of resources, including up-to-date technology.</p> <p>All courses are aligned with state standards; all students in all courses engage in rigorous standards-based tasks and projects.</p> <p>All staff utilizes a variety of assessment strategies to assess student progress and provides regular feedback to students, teachers and parents; the goal is to ensure that all students will demonstrate high levels of learning.</p>	<p>☐ This is a strength we can share with other sites and organizations.</p>

CONDITION 3: HIGH QUALITY TEACHING

Phase 1:	Phase 2:	Phase 3:	Phase 4:	Phase 5:
<p><u>TEACHER QUALIFICATIONS</u></p> <p>Few fully-qualified teachers teach in credentialed areas.</p> <p>Many transfers out; high percent of new teachers each year.</p> <p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>Student data and input from teachers is rarely used to identify professional development needs.</p> <p>Professional development is often a ‘one shot’ event, with participants viewed as passive recipients. Information has little practical application. Limited emphasis on academic rigor.</p> <p><u>STANDARDS-BASED STRATEGIES</u></p> <p>Little discussion of aligning standards-based curriculum within and across grade levels and disciplines; little time set aside to plan collaboratively.</p> <p>Few teachers provide students with relevant instructional activities that prepare them to successfully complete rigorous standards-based instruction.</p> <p>Few or no students successfully complete algebra and other high level courses.</p>	<p>Some fully-qualified teachers teach in credentialed areas.</p> <p>Some transfers out, some fully-qualified teachers stay.</p> <p>A few professional development sessions use data and input from teachers to determine the agenda and activities.</p> <p>Some professional development is comprehensive and rigor-focused with practical applications. No process for follow-up on implementation. Focused on new teachers.</p> <p>Limited time for discussion about alignment of standards-based curriculum within and across grade levels and disciplines.</p> <p>Some teachers provide limited relevant instructional activities that prepare them to successfully complete rigorous standards-based tasks and projects.</p> <p>Some students successfully complete algebra and other high level courses.</p>	<p>Most teachers are fully-qualified and teach in credentialed areas.</p> <p>Few transfers out, most fully-qualified teachers stay.</p> <p>Most professional development is based on student and teacher needs as determined by data analysis and teacher input.</p> <p>Most professional development is comprehensive and rigor-focused with practical applications. New and experienced teachers work collaboratively on follow-up and successful implementation.</p> <p>Regular meetings held within and across grade levels and disciplines for alignment of standards-based curriculum. Time is devoted to common planning and vertical teaming.</p> <p>Most teachers provide learning opportunities that prepare students to successfully complete rigorous standards-based tasks and projects.</p> <p>Most students successfully complete algebra and other high level courses.</p>	<p>Fully-qualified teachers teach in areas for which they are credentialed.</p> <p>Fully-qualified teachers are committed to stay and encourage others to apply.</p> <p>Analysis of student data is built in to all decisions on professional development needs and implementation.</p> <p>Comprehensive school-wide professional development emphasizes all teachers as learners. Teachers meet regularly for effective implementation, to assure success for academic rigor for all students.</p> <p>Frequent regular meetings held within and across grade levels and disciplines for strategies to align standards-based curriculum school-wide. Sufficient time for vertical teaming and common planning.</p> <p>All staff provide consistent learning opportunities that prepare students to successfully complete rigorous standards-based tasks and projects</p> <p>90-100% of students successfully complete algebra by eighth grade; 90-100% of students successfully complete other high level courses.</p>	<p>☐ This is a strength we can share with other sites and organizations.</p>

CONDITION 3: HIGH QUALITY TEACHING (Continued)

Phase 1:	Phase 2:	Phase 3:	Phase 4:	Phase 5:
<p><u>ALTERNATIVE STRATEGIES/ AUTHENTIC LEARNING</u></p> <p>Alternative strategies for:</p> <ul style="list-style-type: none"> • Addressing multiple intelligences and learning styles • Ensuring that all students successfully master a standards-based curriculum • Ensuring that students successfully master algebraic concepts and skills <p>are known and implemented by a few teachers at the school.</p> <p>Few teachers work together and problem solve with colleagues to develop alternative strategies to ensure student success in high level courses.</p>	<p>Alternative strategies for:</p> <ul style="list-style-type: none"> • Addressing multiple intelligences and learning styles • Ensuring that all students successfully master a standards-based curriculum • Ensuring that students successfully master algebraic concepts and skills <p>are known and implemented by some teachers at the school.</p> <p>Some teachers work together and problem solve to develop alternative strategies to ensure student success in high level courses.</p>	<p>Alternative strategies for:</p> <ul style="list-style-type: none"> • Addressing multiple intelligences and learning styles • Ensuring that all students successfully master a standards-based curriculum • Ensuring that students successfully master algebraic concepts and skills <p>are known and implemented frequently by most teachers at the school.</p> <p>Most teachers work with colleagues to problem solve and develop alternative strategies to ensure student success in high level courses.</p>	<p>Alternative strategies for:</p> <ul style="list-style-type: none"> • Addressing multiple intelligences and learning styles • Ensuring that all students successfully master a standards-based curriculum • Ensuring that students successfully master algebraic concepts and skills <p>are known and implemented successfully by all teachers at the school.</p> <p>All teachers work together at regularly scheduled times to analyze student work and problem solve and develop alternative strategies to ensure student success in high level courses.</p>	<p>☐ This is a strength we can share with other sites and organizations.</p>

CONDITION 4: INTENSIVE ACADEMIC AND COLLEGE-GOING SUPPORT

4A. Academic support

Phase 1:	Phase 2:	Phase 3:	Phase 4:	Phase 5:
<p><u>STUDENT NEEDS ASSESSMENT</u></p> <p>Little or no planning for identifying and addressing student needs in a coordinated way; interventions are in response to crises, usually with inconsistent, short-term impact.</p> <p><u>SUPPORT PROGRAMS</u></p> <p>Few or no tutoring services, tutoring usually in form of ‘homework club’; limited numbers of students utilize services</p> <p><u>ACADEMIC ENHANCEMENT</u></p> <p>No academic enhancement programs available.</p> <p>Few or no student academic clubs; low membership in existing academic clubs</p> <p><u>INTERSESSION PROGRAMS</u></p> <p>No information provided on summer/intersession programs offered on college campuses and in the community related to preparation for college.</p>	<p>Some students’ needs addressed on an individual basis; some planning for prevention and early intervention for some targeted groups of students.</p> <p>Some tutoring services offered but utilized only by some students; services tend to loosely support current academic needs.</p> <p>Academic enhancement programs are available on a limited basis; these programs serve only students viewed as high-achieving.</p> <p>Some students participate in academic clubs but participation is inconsistent.</p> <p>Some information is provided to selected students on summer/intersession programs offered on college campuses and in the community related to preparation for college.</p>	<p>Most students are provided services that address identified needs; staff usually works collaboratively to ensure services and programs are available and accessible.</p> <p>Students with academic difficulties able to utilize tutoring services through a growing number of programs that are integrated and support school-wide academic mission and goal.</p> <p>Academic enhancement programs are available to most students willing to do the work.</p> <p>Most students participate in existing clubs and are requesting additional academic organizations.</p> <p>Most students and parents receive information on summer/intersession programs on college campuses and in the community related to preparation for college.</p>	<p>All staff work collaboratively to ensure that all students are able to access services and programs based on identified needs.</p> <p>Variety of tutoring programs offered on flexible schedule. Programs are coordinated and linked to standards-based core curriculum goals and objectives. Students participate regularly and also volunteer to tutor.</p> <p>A variety of enhancement programs are available to all students who wish to participate and do the work.</p> <p>A wide variety of student academic clubs with high student participation; students perceive these clubs as related to their educational achievement and preparation for college.</p> <p>All students and parents are encouraged to attend summer/intersession programs on college campuses and in the community related to preparation for college.</p>	<p>☐ This is a strength we can share with other sites and organizations.</p>

CONDITION 4: INTENSIVE ACADEMIC AND COLLEGE-GOING SUPPORT(Continued)

4B. Comprehensive, results-based counseling and guidance program (NOTE: Counseling functions may also be performed by other staff, agencies, and/or college and community partners)

Phase 1:	Phase 2:	Phase 3:	Phase 4:	Phase 5:
<p><u>PLANNING FOR POST-SECONDARY EDUCATION</u></p> <p>No students participate in academic assessment and career exploration to assist in developing an academic plan to meet personal goals.</p> <p>Few students have an academic plan for post-secondary education; few perceive college to apply in their lives; few staff consistently encourage and inform students about college and career opportunities and options.</p> <p>Little or no college information (admission requirements, financial aid and scholarships, required courses in high school.) provided to students and parents. Parents unaware or have limited knowledge about post-secondary options and the need to plan.</p>	<p>Some students participate in academic assessment and career exploration to assist in developing an academic plan to meet personal goals.</p> <p>Some students access information and assistance to develop a college preparatory academic plan; most perceive college ‘is not for them’ and do not seek information nor assistance; limited outreach performed by staff; selection decisions made primarily by adults for students.</p> <p>Some college information available from counselor; faculty has limited ‘college knowledge’ and relies primarily on counselor to provide this information to students; some students and parents attend periodically-held college night and college visits to obtain information.</p>	<p>Most students participate in academic assessment and career exploration to assist in developing an academic plan to meet personal goals.</p> <p>Most students access college-going information; staff and key partners actively work to encourage all students to seek information and develop a 6-year academic plan; students perceive more options are available to them.</p> <p>College information provided in a variety of modes; all staff knowledgeable about college and provide information to students regularly using a variety of strategies; teachers feel consistently encouraged and supported to serve as advisors and mentors to students. Parents and families are learning to ‘navigate the system’ effectively.</p>	<p>All students participate in academic assessment and career exploration to assist in developing an academic plan to meet personal goals.</p> <p>All students encouraged and supported in developing 6-year academic plan for college preparation; variety of strategies used to outreach all students; informed choices are made by students and focus on each student’s learning educational and life planning skills to maximize academic, personal, social and vocational options.</p> <p>All stakeholders develop and implement creative ways to provide information, including integration with classroom curriculum, and collaboration with high schools and colleges. Faculty, community, and postsecondary partners team with counselors to empower students with college preparation skills and knowledge.</p>	<p>☐ This is a strength we can share with other sites and organizations.</p>

CONDITION 4: INTENSIVE ACADEMIC AND COLLEGE-GOING SUPPORT(Continued)

4B. Comprehensive, results-based counseling and guidance program (continued) (NOTE: Counseling functions may also be performed by other staff, agencies, and/or college and community partners)

Phase 1:	Phase 2:	Phase 3:	Phase 4:	Phase 5:
<p><u>COUNSELOR AS ADVOCATE</u></p> <p>Counselor serves as ‘gatekeeper’ and limits access to college preparatory courses and opportunities by performing screening functions.</p> <p><u>COORDINATED SERVICES</u></p> <p>School plan does not include a coordinated process to provide for the needs of students; many students ‘fall through the cracks’.</p> <p>Counselors operate in isolation from school, community and district and tend to work with students exclusively on an individual basis; focus on fitting student into the system, e.g. scheduling students into classes.</p> <p>Few students get served effectively because school tries to ‘do it all’; counselors often overloaded with responding to daily crises of individuals.</p>	<p>Counselor’s sphere of influence is limited to working with students, other counselors and some teachers; counseling practices encourage and assist some selected students to access information to utilize available resources.</p> <p>A set of loosely related services defined as ‘counseling and guidance’ performed almost exclusively by counselors.</p> <p>Counselors spend most of time doing technical tasks, paperwork and seemingly unrelated tasks such as supervision; focus is on college or personal counseling for small percentage of students.</p> <p>Some counselors, on individual basis, utilize strengths and leadership of teachers, parents and students to provide a more effective service delivery system; tendency still focused on individuals, rather than school-wide outcomes.</p>	<p>Counselor is viewed by most stakeholders as having a central role in school-wide change to improve student achievement for all; students empowered to seek challenging curricular paths and make informed choices</p> <p>Coordinated services linked in a plan to provide services to most students; some prevention and early intervention services available and beginning to be integrated system-wide.</p> <p>Most counselors develop close alliances with teachers and link their work with students in the classroom; focus is on students’ academic preparation and career guidance as the very center of counselor responsibilities.</p> <p>Counselors, in collaboration with other stakeholders, plan ways to utilize internal and external resources more effectively so most students’ needs are met efficiently; building of internal resources and community linkages.</p>	<p>Counselor is ‘advocate’ for all students and motivates all stakeholders to encourage all students to achieve at high levels; focus on addressing equity issues; strategies for systemically closing achievement gaps, examination/ interpretation of disaggregated data used as a powerful tool for change.</p> <p>Program includes services easily accessible to all; mission and goals integrated with academic achievement goals, and ongoing monitoring system to assess student progress and program effectiveness.</p> <p>Counselors are an integral part of the leadership team and use skills and knowledge of research-based reform models involving teaching, learning, assessment and advocacy for rigorous academic preparation for all.</p> <p>Ample services and programs integrated to build school-wide support services system with human services agencies, colleges and other community partners working collaboratively with school staff, parents and students. All students receive needed attention; barriers to learning addressed effectively.</p>	<p>☐ This is a strength we can share with other sites and organizations.</p>

CONDITION 5: MULTICULTURAL COLLEGE-GOING IDENTITY

Phase 1:	Phase 2:	Phase 3:	Phase 4:	Phase 5:
<p><u>TEACHER PREPARATION</u></p> <p>Few teachers are prepared to address multicultural issues within curriculum; issues arising from cultural differences within the classroom are not addressed.</p> <p><u>FIRST GENERATION COLLEGE PREPARATION</u></p> <p>There is no cultural support to deal with first generation and historically low college attendance issues; few students from underrepresented populations are enrolled in classes leading to college preparatory classes in high school.</p> <p>Few or no college preparatory activities offered to parents, families and other community members; if offered few underrepresented students and families attend; students mostly attend events related to own cultural identity</p> <p><u>CULTURE-BASED STUDENT SUPPORT</u></p> <p>Programs that support postsecondary education for all students have few or no models who reflect the culture of the students.</p>	<p>Some teachers are prepared to address multicultural issues within the curriculum; some teachers address issues related to cultural differences within the classroom.</p> <p>There is some cultural support to deal with first generation and historically low college attendance issues; some students from underrepresented populations are enrolled in classes leading to college preparatory classes in high school.</p> <p>College preparatory activities are occasionally offered for families in the school; some families of underrepresented populations attend these activities; some students attend events related to cultures other than their own.</p> <p>Some older youth and adults who reflect the culture of the students participate in programs supporting postsecondary education for all students.</p>	<p>Most teachers infuse multicultural issues into some areas of curriculum and actively utilize diversity to connect learning to students' background; cultural differences within the classroom are addressed and discussed.</p> <p>Most staff members provide cultural support to deal with first generation and historically low college attendance issues; most students, including those from underrepresented populations are enrolled in classes leading to college preparatory classes in high school.</p> <p>College preparatory activities offered regularly for families in the school; college and community partners are involved in planning and implementation of these activities; underrepresented students and families participate in significant numbers.</p> <p>Older youth and adults who reflect the culture of the students participate in support and information programs where college attendance is seen as the norm for all students, not the exception.</p>	<p>All teachers are prepared to connect coursework with multicultural curriculum in all subject areas; teachers plan collaboratively to bridge students' knowledge of their own culture with knowledge of other cultures.</p> <p>All staff members provide cultural support to deal with first generation and historically low college attendance issues; all courses offered prepare all students for rigorous college preparatory coursework in high school</p> <p>Families and partners attend and are involved in planning college preparatory activities on campus and in the community; all students participate in college preparatory activities.</p> <p>Older youth and adults who reflect the culture of the students participate in a wide variety of support and information programs where college attendance is seen as the norm for all students, not the exception.</p>	<p>☐ This is a strength we can share with other sites and organizations.</p>

CONDITION 6: FAMILY-NEIGHBORHOOD-SCHOOL SUPPORTS

Phase 1:	Phase 2:	Phase 3:	Phase 4:	Phase 5:
<p><u>OUTREACH TO FAMILIES</u></p> <p>Outreach to families about college preparation consists mostly of printed information.</p> <p>Scheduling, site accessibility, translation and child care not considered when planning events; few participants.</p> <p>There is no access for information for parents on college preparation such as the necessary classes to succeed in college preparatory classes in high school, admission requirements and financial aid.</p>	<p>Outreach to families about college preparation consists of printed materials and phone calls.</p> <p>Scheduling and site are considered for some events; basic translation provided but limited and not culturally appropriate.</p> <p>Information on college preparatory classes, admission requirements and financial aid is given on a limited basis. Tendency to target selected parents of 'high-achieving students.</p>	<p>Outreach strategies to inform families about college preparation include creative ideas for increasing parent engagement and information.</p> <p>Most family events are scheduled at times and places convenient for parents and students; adequate child care and translation are provided; staff addresses cultural needs.</p> <p>Most staff members work together to see that most students and parents are informed about classes that will enable students to succeed in a college preparatory program in high school; information on college admission requirements and financial aid are disseminated to most students and parents in a variety of ways throughout the school year.</p>	<p>Outreach strategies utilize best practices and creative ideas to ensure that all parents receive information on college preparation.</p> <p>Parents and community leaders partner with staff to develop accommodating schedules and locations; staff utilizes a wide variety of resources to publicize events (including media); child care provided.</p> <p>Educators, community groups, and postsecondary partners work together to ensure that all families have access to essential information about classes that will enable students to succeed in a college preparatory program in high school; information on college admission requirements and financial aid are disseminated to all students and parents in a variety of ways throughout the school year.</p>	<p>☐ This is a strength we can share with other sites and organizations.</p>

CONDITION 6: FAMILY-NEIGHBORHOOD-SCHOOL SUPPORTS (Continued)

Phase 1:	Phase 2:	Phase 3:	Phase 4:	Phase 5:
<p><u>PARENT POLICIES</u></p> <p>School environment and policies inhibit parent participation.</p> <p>Office staff seen as inattentive and insensitive to racial, cultural and linguistic differences in the school community.</p> <p><u>LEADERSHIP ROLE</u></p> <p>Parents and families act as spectators and recipients of information with little follow-up.</p> <p>Parents are not encouraged to network with other parents.</p>	<p>Parent Center available but isolated and often used for purposes other than supporting parents.</p> <p>Some of the office staff is responsive to the racial, cultural and linguistic differences in the community.</p> <p>Event agendas are interactive but not focused on linking content to process; some opportunity for parents to lead provided.</p> <p>There are a few activities that encourage parents to network with other parents.</p>	<p>Parent center used for parent events and resources; school participates in community literacy, family and community events that promote education and communication, including those sponsored by culture-based organizations. Outreach attracts and retains 1/3 of parents at the school.</p> <p>Most of the office staff is attentive to the needs of all parents. Every effort is made to provide translation when necessary; all parents are treated with respect and sensitivity.</p> <p>Most agendas provide for two-way communication; parents are encouraged to take leadership roles in developing agendas and leading activities; parents are supported in developing skills in leading activities and facilitating group process.</p> <p>The school has a visible mechanism for recruiting parents and connecting them with other parents.</p>	<p>Parent center available to all parents for school and parent-initiated events; all staff members work together with the community to ensure that all events meet the cultural and linguistic needs of all family members. Outreach attracts and retains 2/3 of parents at the school.</p> <p>All members of the office staff consider the parents as an integral part of the school team; office staff is welcoming and attentive; language racial and cultural differences are treated with respect and sensitivity.</p> <p>All agendas are engaging and experiential; activities may include role-play, critical questioning, collecting and examining data; parents and staff work together to develop agendas; parents assist in planning all agendas and take an active role in leading activities. Connections between families and schools build on parent's strengths; parents are treated as a valuable education resource for students.</p> <p>Parents network with each other on a regular basis for a variety of purposes which may include parent education, language instruction, information about college, activities to support the school, etc.</p>	<p>☐ This is a strength we can share with other sites and organizations.</p>

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