

College-Going Culture Indicators

District Administration & Board

- Courses required for college entrance as default graduation curriculum (including tech-prep)
- Clearly defined vision that reflects a college-going opportunity for all
- Articulated professional development plan that supports the vision
- A budget that supports the vision
- Board Policy that supports open access to rigorous courses and support for non-traditional students
- District Office environment reflects the vision.
- Display of college acceptances
- District data is regularly analyzed, monitored and reported.
- District Office staff provided to support college-going culture on district sites (curriculum coach, district liaison, AVID coach).
- District plan to support implementation of college-going culture at all levels.

Site Administration/Leadership Team

- Create a Master Schedule that provides equal access to courses required for college admission (with support systems in place) – student-centered.
- Attend professional development.
- Time allocated during staff development days devoted to creating a college-going culture
- Mission of the school reflects a college going opportunity for all.
- Classroom observation tools include indicators that promote a college-going culture.
- Commitment to provide staff with a rationale, research & data that support college access for all
- Walkthroughs include monitoring of rigorous curriculum and environment that promotes college awareness
- A commitment to provide resources (time, materials, presenters, coaches) for teachers to create a college-going culture in their classrooms
- Provide all students with an age-appropriate college testing opportunity.
- There is a plan to increase enrollment in the school's most rigorous coursework.
- Initiate coordinated partnerships with IHEs and college outreach programs.
- Staffing is aligned with the mission to create and maintain a college-going culture. (The right people are in the right positions.)
- Environment reflects a college-going culture.
- Strategies are in place to support success in rigorous curriculum and the core academic program.

Counselors

- All counselors are trained as college counselors.
- A-G courses are clearly communicated to all stakeholders in an ongoing and consistent way.
- Provide all students with a 4- or 6-year college-going plan which is revisited annually.
- Ask local college representatives to present admissions information to a wide variety of students (in small groups). Topics include graduation requirements and college admissions.

Parents & Community

- Local business provides opportunities for job shadowing, mentoring and guest speakers.
- All parents are regularly and systematically informed of college requirements, deadlines and opportunities.
- Parents are an integral part of the whole college-going process.
- Students and families work collaboratively to create and monitor college plans and progress toward goals.
- Collaborate to provide additional opportunities for college-going experiences for families.

Teachers and Staff

- Through action and visual representation, teachers and staff make college visible.
- Teachers use strategies to support students in rigorous curriculum.
- Through action and deed, ALL students receive the message that college is attainable.
- Teachers and Staff participate in College Awareness Activities.
- Mention daily college-related topics.
- Staff regularly shares college experiences: academic, social, athletic, dorms.
- All teachers are trained to and participate in counseling students regarding 4- or 6-year plans and transcript review.
- Staff is familiar with 'college search' computer programs or web sites such as www.californiacolleges.edu or www.csumentor.com and uses them or refers to them in classes (where appropriate).
- Invite guest speakers into all classrooms to make connections between subjects being studied and real world application (community members, high school alumni or recent grads) to share their college experiences: academic, social, athletic, dorms, clubs, etc. Were they prepared and what would they do differently while in high school?
- Classroom activities encourage students to explore colleges, financial aid programs, admission requirements, etc. on the Internet (when appropriate).

- Teachers share delivering information about the admission differences between community college, CSU's, UC's and Private universities.
- Teachers discuss admissions and placement tests with all students: EXPLORE, PLAN, PSAT, ACT, SAT, SAT II, Subject A, ELM, EPT, EAP.
- Discuss academic skills in relation to college preparation.
- Stress the importance of being involved in support programs such as EAOPS, Talent Search, Upward Bound, and AVID, tutoring, etc. while in high school.

Students

- All students are enrolled in A-G coursework (with the appropriate supports).
- All students develop a 4-year plan.
- All students take PSAT, CAHSEE, CST and SAT and ACT as appropriate.
- All students develop effective study and organizational skills.