**Foreword**

This *Focus on Learning Joint WASC/CDE Process Guide* celebrates the ongoing collaboration between the Western Association of Schools and Colleges and the California Department of Education. The *Focus on Learning Joint Process WASC/CDE* is a self-study process that examines what students know and are able to do. This process helps a school identify and implement school improvement needs and supports accountability, and earns an accreditation status. The accountability landscape is changing in California. As you well know, the Public School Accountability Act (PSAA) defines the state criteria for student success.

Substantive revisions have been made to the Education Code regarding the Program Quality Review (PQR). Senate Bill 374 (O’Connell), Chapter 724, Statutes of 2001, relieves districts of the responsibility of managing school site inquiry on student learning, data collection, and analysis, using state PQR criteria (Education Code Section 64000 and 64001). It replaces these sections with a local responsibility for assessing school effectiveness based on local school improvement criteria. All schools receiving categorical funds under the Consolidated Application are required to have a Single Plan for Pupil Achievement outlining how schools will help students meet state and local achievement goals. The *Focus on Learning Joint WASC/CDE Process Guide* is in harmony with the Single Plan for Pupil Achievement.

Important features of this edition of the *Focus on Learning Joint Process WASC/CDE* for include:

- The State Board adopted academic content and performance standards
- Reduction of redundancy in the process
- The revision of the WASC/CDE criteria to strengthen the evaluation of the school’s program
- Suggestions to strengthen the development of a meaningful schoolwide action plan (i.e., Single Plan for Student Achievement) that identifies growth targets or benchmarks and monitors their accomplishment.
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Overview
Improving Student Learning

Self-Study
- Refine Student/Community Profile
- Clarify schoolwide learner outcomes
- Identify critical learner needs
- Review progress on schoolwide action plan from previous self-study
- Analyze the quality of all students’ learning, the programs and processes based on WASC/CDE criteria
- Revise the schoolwide action plan and monitoring process

Visit
- Work with visiting committee chair to support the self-study process
- Gain insight and perspective from visiting committee regarding school program based on WASC/CDE criteria and student learning data

Follow-Up
- Refine, implement, and monitor schoolwide action plan
- Analyze evidence of student achievement of academic standards and schoolwide learner outcomes
- Refine next steps
- Inform school community of progress
Focus on Learning: Overview

Rationale

*Focus on Learning Joint Process WASC/CDE* is an ongoing school improvement process that assists a school in an in-depth look at what currently exists and what needs to be improved in relation to student learning and the school’s program. Basic concepts addressed in this process focus upon student success in meeting schoolwide learner outcomes and academic standards (i.e., what all students should know and be able to do by graduation). They are:

1. How are the students achieving?
2. Is the school doing everything possible to support high achievement for all its students?

Through the *Focus on Learning* process a school fulfills the requirements for accreditation and forms the basis for the Single Plan for Pupil Achievement through use of a single set of research-based criteria.

School Improvement Cycle

The accreditation process is a perpetual cycle of assessment, planning, implementing, monitoring, and reassessment: the process is guided and assisted by the self-study, visit, and follow-up. Annually, schools are expected to summarize the degree to which all students, including disaggregated subgroups, are accomplishing the schoolwide learner outcomes, identified critical learner needs, and academic standards. In addition, schools must review the progress on the current schoolwide action plan in relation to student achievement and make appropriate revisions. Every six years, a school conducts an in-depth self-study to examine overall progress accomplished since the last self-study and the effectiveness of its current program based on the WASC criteria in relation to student achievement. This results in a written summary of findings supported by evidence and the development of an updated schoolwide action plan for the next three to five years. The completed school report is sent to the visiting committee members for careful study at least four to six weeks prior to the visit. Using the results of the visit, the school modifies and implements its action plan and so continues the cycle of improvement.
WASC Accreditation Cycle of Quality for Schools

The WASC six-year cycle demonstrates the ongoing improvement cycle.

**WASC Accreditation Cycle of Quality**

**Year Six — Past Cycle:** Completion of self-study/visit/refinement of schoolwide action plan

**New Cycle**

**Year One:** Profile update, progress report, refinement of schoolwide action plan

**Year Two:** Profile update, Progress report, refinement of schoolwide action plan

**Year Three:** Profile update, mid-cycle progress report (potential one- or two-day review), refinement of schoolwide action plan

**Year Four:** Profile update, progress report, refinement of schoolwide action plan

**Year Five:** Review of all profile data, progress report, self-study process, refinement of schoolwide action plan

**Year Six:** Completion of self-study, including refinement of schoolwide action plan; full self-study visit, including further revision of schoolwide action plan after the review of visiting committee report
Accreditation Principles

The WASC accreditation principles, embedded within the Focus on Learning (FOL) process and reflected in the WASC Accreditation Cycle of Quality, enable a school to demonstrate:

1. Accomplishment of its vision, mission, and schoolwide learner outcomes
2. High achievement of all students in relation to schoolwide learner outcomes and academic standards
3. Use of multiple ways to analyze data about student achievement, including student and staff perceptions/interviews, examining student work, and observing students engaged in learning
4. Evaluation of the program effectiveness in relation to 1) impact on student learning based on schoolwide learner outcomes, critical learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the WASC criteria
5. Alignment of prioritized findings to a schoolwide action plan focusing on student achievement
6. Ongoing improvement/accountability
7. Total involvement and collaboration of all stakeholders.

Importance of School’s Vision, Mission, and Schoolwide Learner Outcomes

An essential element of systemic school improvement is the collective vision on the part of the school’s stakeholders for all students: what all students should know, understand, and be able to do to be globally competent citizens. What are the current and future learning needs of the students? What does it mean to be an educated person? What is the most effective preparation of students for their future? The schoolwide learner outcomes should include the identified critical learner needs of the students.

This vision and mission provide the school’s foundation for establishing schoolwide learner outcomes and academic standards which drive the instructional program and the support operations of the school.
Importance of School’s Academic Standards

Academic standards define the concepts, skills, and knowledge that students should know and be able to do in each curricular area, the level at which students are expected to demonstrate this knowledge, and grade-level expectations for performance. The State of California has adopted the research-based and internationally benchmarked Common Core Standards in English and math to support consistency across the nation and prepare students for national and global success in college and careers. In a standards-based educational system, schools determine the benchmarks for student work that meet these standards, provide appropriate instruction, and use multiple assessment measures to identify the level of achievement for all students. This approach assists the schools in defining the quality accomplishment of the complementary schoolwide learner outcomes and the degree to which all students are achieving them.

Criteria

The criteria are research-based guidelines for school improvement that focus on student achievement of the schoolwide learner outcomes and academic standards. A school will examine all aspects of its program against these five categories:

1. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
2. Standards-based Student Learning: Curriculum
3. Standards-based Student Learning: Instruction
4. Standards-based Student Learning: Assessment and Accountability
5. School Culture and Support for Student Personal and Academic Growth.

See page 9 for a complete criteria listing.

Importance of Data Analysis

The self-study revolves around an in-depth gathering of data and information that will enable a school to take a careful and penetrating look at the following:

1. Identified critical learner needs
2. Related schoolwide learner outcomes
3. Academic standards
4. Effectiveness of the program and operations based on WASC/CDE criteria and its impact on student learning.

Examples of strategies which will be used for this review are the examination of student work; observing students engaged in learning; interviewing students about what they are learning; reviewing group test data; and analyzing feedback from parents, graduates, and the community.
Outcomes of Self-Study

The Focus on Learning self-study process is organized to support ongoing school improvement efforts. The Leadership Team will facilitate the engagement of all the school staff and other stakeholders in a self-study through subject area, support, parent, and student Home Groups and interdisciplinary Focus Groups. Through completing the self-study the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria
5. The alignment of a long-range action plan to the school’s areas of need; the capacity to implement and monitor the accomplishment of the plan.

Flexibility

As long as the school adheres to the outcomes, there is flexibility in the self-study process. For your assistance, a model is provided. If the school adapts the model to accommodate a particular school community, it should explain how the outcomes listed above have been met in the self-study report preface.

The Focus on Learning Process

The Focus on Learning process is the work of the school community organized into three types of groups:

1. Leadership Team
2. Home Groups (stakeholder groups organized by roles/responsibilities)
3. Focus Groups (interdisciplinary groups of stakeholders).

Within the Home Groups, participants analyze student data and achievement in relation to the academic standards, the schoolwide learner outcomes and quality of the school program based on the WASC/CDE criteria. The Home Groups will share the results within the Focus Groups.
Within the Focus Groups, participants will analyze student results to decide what is most important to change in order to substantively improve student learning. The work of each Focus Group is organized around all or portions of the five categories of criteria with emphasis upon the identified critical learner needs and related schoolwide learner outcomes. For instance, within a Focus Group concentrating on school culture and student support and the critical learner need of reading (e.g., effective communicator, the learner outcome) participants will examine the extent to which the school culture and student support contribute to students’ high achievement, especially in the area of improved reading.

Each Focus Group must answer the question: What are the implications of each critical learner need and the related schoolwide learner outcome for this Focus Group? Each Focus Group uses the analysis of the criteria to determine what needs to be done to promote student achievement.

Visit

After careful study of the School Report, a visiting committee composed of fellow educators spends three and one-half days at the school. The purpose of the visit is to provide an outside perspective from educators who are thoroughly familiar with the criteria used by the school.

The visiting committee gives insight to the school through dialogue with the Focus Groups and with the Home Groups about the self-study findings and by its own review of evidence and student work. The visiting committee and the Leadership Team and Focus Groups collaboratively compare findings. The resulting discussion and written results assist the school in refining the schoolwide action plan with respect to the critical learner needs, the schoolwide learner outcomes, the academic standards, and the WASC/CDE criteria.

Follow-up

After the visit, the school refines and implements the action plan for school improvement. The plan integrates the critical areas for follow-up identified by the visiting committee. The school annually reviews progress, and refines the “next steps” in meeting the goals of the action plan. This assessment of progress is always done with respect to evidence that students are accomplishing the schoolwide learner outcomes and academic standards, especially in relation to the critical learner needs. The governing board and district are involved in the ongoing improvement process and ensure that the follow-up process is integral to district planning and goal setting.
WASC/CDE Focus on Learning Schoolwide Criteria*

A. Organization

Vision and Purpose

1. The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Governance

2. The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the school’s learner outcomes, the academic standards, and the college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Leadership and Staff

3. Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

4. A qualified staff facilitates achievement of the academic standards and the college- and career-readiness standards, and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

5. Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Resources

6. The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

7. The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting). [FOR CHARTER SCHOOLS ONLY]

* Modified: 8/05 (Added Charter School criteria).
8. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. [FOR CHARTER SCHOOLS ONLY]

B. Standards-based Student Learning: Curriculum

1. All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

2. 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 career goals.

3. Upon completion of the high school program, students have met all the requirements of graduation and are prepared for success in college, career, and life.

C. Standards-based Student Learning: Instruction

1. To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

2. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and prepares them to succeed at high levels for college, career, and life.

D. Standards-based Student Learning: Assessment and Accountability

1. The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other stakeholders.

2. Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

3. The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academics standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

4. The assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school’s program, its evaluation and continuous improvement, and the allocation and usage of resources.
E. **School Culture and Support for Student Personal and Academic Growth**

1. The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

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

3. All students receive appropriate support along with a personal learning plan to help ensure academic, college, and career success.

4. Students have access to a system of personal support services, activities, and opportunities at the school and with business, industry, and the community.
Key Terminology

To ensure common understanding of the language that is used in the criteria and the Focus on Learning process, the following explanations are provided and will be operational for Focus on Learning.

Accreditation
A process of ongoing school improvement that examines all aspects of the school program and operations in relation to the impact on high-quality student learning. A school conducts a self-study that serves as the basis for review by a visiting committee of professional educators who assist the school in assessing the school’s effectiveness of the school’s program and operations and their impact on student learning. The school is assessed on the degree to which the school is meeting the WASC/CDE criteria and related accreditation factors that emphasize the important aspects of the ongoing school improvement process.

Accreditation Status
A status granted by the WASC Commission within the WASC Accreditation Cycle of Quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and ongoing school improvement. The status is based on the evidence contained in the school’s report and reviewed during the school visit that indicates the following: the degree to which high achievement by all students is occurring; the capacity of the school to implement, monitor, and accomplish the action plan aligned to the areas of greatest need impacting student achievement.

Accreditation Factors Based on Accreditation Principles
The important aspects of the accreditation process based on the accreditation principles: 1) accomplishment of the vision, mission, and schoolwide learner outcomes; 2) high achievement of all students in relation to schoolwide learner outcomes and academic standards; 3) use of multiple ways to analyze data about student achievement; 4) evaluation of the program effectiveness based on schoolwide learner outcomes (critical learner needs) and academic standards; 5) alignment of prioritized findings to a schoolwide action plan focusing on student achievement; 6) ongoing improvement/accountability; and 7) total involvement and collaboration of all stakeholders.

All Students
A reference to the belief that all students can learn at high levels and should have sufficient support to enable them to achieve the schoolwide learner outcomes. Every student enrolled in the school, regardless of subpopulation or unique characteristics, is included.

Challenging Relevant Coherent Curriculum
A demanding curriculum that is viewed as a broadly conceived concept and is based on themes and concepts that encourages students to achieve at high levels, to use “higher order thinking skills,” and to apply and synthesize knowledge that prepares them to be globally competent.
Critical Learner Need
Based on the analysis of multiple sources of data, an identified priority student learning need for which immediate attention must be given throughout the analysis of the school based on the WASC/CDE criteria and the resulting schoolwide action plan.

Current Educational Research and Thinking
Research and related discourse and publications on education and learning. Examples include the work of such authors as Richard Elmore, Doug Reeves, Grant Wiggins, Jay McTighe, Michael Fullan, and Robert Marzano; publications on state, national, and subject area standards; and government, business and industry research.

Online Instruction: Definitions applicable to all types of online instruction:

Asynchronous Learning: A learning environment in which everyone participates at the different times. Examples are email, online discussion forums, message boards, blogs, podcasts, etc.

Synchronous Learning: A learning environment in which everyone participates at the same time.

Online Instruction: Education in which instruction and content are delivered primarily over the Internet for course completion and earned credit.

Correspondence Education: Consists of stand-alone educational materials or software, such as broadcast television, radio, video cassettes, or educational software that is completed by students in their own home at their own pace.

Distance Education: General term for any type of educational activity in which the participants, student and teacher, are at a distance from each other.

Blended Learning: Blended learning is any time a student learns in part at a supervised brick-and-mortar location away from home and learns at least in part through online delivery with some element of student control.

Online Support Materials: Refers to the general use of online resources by teachers in the traditional classroom environment. This use of online materials in classrooms is a supplement to instruction and is not considered online instruction that leads to course completion and the awarding of credit.

Outcomes of Self-Study
Through completing the Focus on Learning self-study process the school will have accomplished:
1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes (including critical learner needs), academic standards, and WASC/CDE criteria.

Portfolio
A collection of representative student work.
Purpose
A clarification of the beliefs, vision, and mission held by members of the school community about what the school can do for students with respect to knowledge, skills, and understandings through the school program.

School Community
The school community includes (1) local business and industry, educational institutions, agencies, and service organizations; (2) parents, students, school board; and (3) all employees.

Schoolwide Action Plan
The overall improvement strategies as a result of the self-study process that is reviewed and refined regularly based on progress and impact on student learning. Schools are guided by one action plan that has integrated all initiatives, i.e., Single Plan for Student Achievement.

Schoolwide Learner Outcome
What each student should know, understand and be able to do upon exit (e.g., graduation) from the school, or by the time the student completes the planned program in order to be globally competent. These learner outcomes are collaboratively developed and represent the focus of the entire school community based on current and future learning needs of the students. These global outcomes must be assessed as they complement the school’s vision, mission, and academic standards.

Special Needs
Students who need additional physical and/or mental support services to accomplish the schoolwide learner outcomes at their maximum potential.

Standards-based System
Curriculum, instruction, assessment, and reporting to parents, students, and the public are all aligned to a common set of standards.

Self-Study Coordinator (SC)
The facilitator/leader of the school’s accreditation process in collaboration with the school leadership.

Stakeholders
A general term referring all members of a school community: administrators or leadership, governing board, teachers, support staff, students, parents, etc.

WASC/CDE Criteria, Indicators, and Prompts
WASC/CDE criteria are research-based guidelines for school improvement that focus on student achievement of the schoolwide learner outcomes and academic standards. Indicators highlight important points of the WASC criteria. Prompts are analytical questions that help guide the analysis, examination, and evaluation of the school in relation to the WASC criteria and indicators; this results in specific findings supported by evidence and the determination of strengths and growth areas.
The Self-Study:
Background Information
WASC Accreditation Process: Ongoing Improvement

In preparation for the self-study every six years, the school should engage in an accreditation process that focuses on student learning and ongoing school improvement.

1. Annually update the student/community profile and discuss with all stakeholders.
2. Annually summarize progress on the schoolwide action plan sections, noting key evidence, and make any necessary modifications or refinements in the plan.
3. Periodically, review the schoolwide learner outcomes, the school vision, and mission.
4. Analyze and synthesize data that provides evidence of school progress, and complete a mid-cycle report for submission to WASC.
5. Potentially, host a one- or two-day review if the school was granted a six-year accreditation status. (Note: If a school received a one-year probationary status, the school prepares an in-depth progress report and hosts a two-day visit. The Commission then grants additional years of accreditation depending upon the progress made. Accreditation may also be withheld.)
6. In preparation for the next self-study (usually 18 months prior to the full self-study and visit), ensure that a) key staff members participate in WASC self-study training; and b) all stakeholders are knowledgeable of student achievement and other current data, and progress on all aspects of the action plan. Use the following information with stakeholders:
   a. The current, updated student/community profile, emphasizing student achievement, and other pertinent evidence noted during the annual progress reports on the action plan
   b. The operating schoolwide action plan
   c. Annual progress reports.
7. Based on the WASC/CDE criteria, involve stakeholders through Focus and Home Groups in the examination of the program using the information from the past years about student achievement and program changes (see #6). Gather and analyze any additional data/information needed.
8. Summarize important analytical findings for each criterion organized by categories.
9. Revise the schoolwide action plan to show what will be accomplished in detail for the following year and more broadly during the subsequent two years. Annually, the plan is refined based on progress made and impact on student learning.
10. Finalize the self-study report that will include:
    a. The current student/community profile, critical learner needs
    b. Vision, mission, and schoolwide learner outcomes
    c. Overall progress report since last full visit (or initial visit)
    d. Findings and supporting evidence
    e. Updated schoolwide action plan.
School Self-Study Coordinator
Self-Study Report Preparation Checklist

- Establish timelines and support mechanisms
- Provide orientation for staff and stakeholders
- Form Leadership Team and other school groups

1. After participating in the first WASC/CDE Self-Study training session, establish (a) a general calendar for the major self-study events and (b) a more detailed timeline of specific committee meetings and tasks to be accomplished.

2. Establish support mechanisms such as board and district understanding and assistance, professional time for staff members, financial resources, and clerical/technical help.

3. Establish a process for ongoing communication with staff about the accreditation process and cycle of quality. Initially orient staff and other stakeholders.
   This orientation should include:
   a. An explanation of the joint WASC/CDE accreditation process along with its benefits to the school community
   b. An overview of the Focus on Learning self-study process
   c. The interrelationship between schoolwide learner outcomes and academic standards
   d. The understanding of the WASC/CDE criteria
   e. The importance of using data and the self-study findings (1) to raise the urgency for system change; (2) to recommit to a vision of high academic achievement for all students; and (3) to investigate further the causes, barriers, impediments, challenges, remedies, and solutions to maximize student achievement and learning
   f. The importance of the ongoing improvement process for successful student learning
   g. The nature and purpose of the visiting committee
   h. Accreditation status determination.

   The ongoing communication with staff should provide opportunities for sharing updated findings from the profile analyses, discussion about the implications of the data and identification of the critical learner needs and their relationship to the schoolwide learner outcomes, strategies to gather and analyze evidence related to student learning and the WASC/CDE criteria, review of the findings from all Focus Groups, and input on refining the Single Plan for Student Achievement.

4. Establish the Leadership Team, Data/Profile Group, Home and Schoolwide Focus Groups.
   ➔ Note: Each Schoolwide Focus Group usually concentrates on one criteria category and examines the effectiveness of that part of the school program; this analysis is also done in relation to two to three identified critical learner needs, related schoolwide learner outcomes and academic standards that the Leadership Team selected based on student achievement data.
5. **Prepare self-study materials.** (These can be distributed electronically.)
   Suggested information for the self-study packets include: the overview, WASC/CDE criteria, general and specific timelines, committee structures and membership, self-study report format, and self-study tasks. *Add to the materials: the student/community profile, the progress report, the summary of the profile and progress data (Chapters I–III).*

6. **Have available pertinent information for the self-study.** This information will be used by the student/community profile committee, the Schoolwide Focus Groups, and the Home Groups.

   Subject area staff members will use curricular references which can be obtained from the following source:

   California Department of Education
   www.cde.ca.gov
   Telephone: (916) 323-8331
   Fax: (916) 323-0823

7. **Train Leadership Team and Focus/Home Group leaders in roles and responsibilities, including strategies in group dynamics and data analysis.**

   Training should emphasize:

   a. A review of the basic purpose of the self-study, visit, and follow-up: a school improvement process
   b. The outcomes of the self-study
   c. The importance of verification: in-depth gathering and analysis of evidence
   d. The suggested tasks of the model self-study or the school’s modifications
   e. The extreme importance of all committee members understanding the use of the schoolwide learner outcomes, academic standards, standardized testing and reporting (STAR) and local assessment data, and assigned criteria
   f. The role of the Home and Focus Group chairs as:
      1) Group facilitators of committee discussions and syntheses
      2) Coordinators for gathering of evidence, especially analysis of student work and observations of students working
   g. The essential participation in regular meetings to review progress of the self-study.

   ➔ **Note:** The self-study coordinator and principal should work with the Leadership Team to clarify its purpose and to develop group norms.

**Additional School Coordinator Checklists**

- The **School Self-Study Coordinator Visit Preparation Checklist** can be found on page 137.
- The **School Self-Study Coordinator Post-Visit Checklist** can be found on page 185.
- The **School Coordinator Checklists** can be found on the WASC website.
Self-Study Self-Check Questions

In addition to the organizational self-check questions listed above, for each of the five tasks a set of self-check questions is included. These are also listed on the following page as a reference for the self-study coordinator and other Leadership Team members.
WASC/CDE Focus on Learning Self-Check Questions

School Timeline and Committees

- Has the timeline been developed so that the self-study will be ready to send to the visiting committee four to six weeks prior to the visit?
- Has the maximum time for Home and Focus Group meetings been allotted and are the meetings well-spaced out throughout the self-study process?
- Is the Leadership Team representative of the school community?
- Is the suggested FOL committee structure being adapted to build upon and strengthen the school’s current organization for schoolwide communication?
- Are all certificated staff serving on two groups — a Home Group and a Focus Group?
- Has the school reflected upon the type of committee organization that will be most effective in the implementation of the schoolwide action plan? For example, should the school maintain the Focus Groups after the visit to oversee action plan sections?

WASC/CDE FOL, Task 1 (Student/Community Profile)

- Has the Leadership Team gathered and analyzed all required and other pertinent data to identify the characteristics and trends of achievement of ALL the students?
- Has the Leadership Team produced a user-friendly profile for all stakeholders?
- Have the certificated staff members and other stakeholders scheduled a time for discussion of the profile? See Task 3.
- Has the Leadership Team involved the stakeholders in a review of the current vision, mission, and schoolwide learner outcomes in relation to the current learner needs and future challenges for the students in order to be globally competent?
- Have the stakeholders refined the measurable indicators of the schoolwide learner outcomes that define their quality accomplishment?
- Do the stakeholders understand how to use the profile data, including the vision, mission, and schoolwide learner outcomes, to guide further inquiry about student achievement and the school programs?

WASC/CDE FOL, Task 2 (Progress Report)

- Did the school show how all schoolwide critical areas for follow-up identified by visiting committees since the last full self-study were integrated into the action plan?
- Did the school address each section of the action plan?
- Did the progress report include data that indicates whether school staff and students met established growth targets?
- Does the report show how each section impacted student accomplishment of the critical learner needs and one or more schoolwide learner outcomes?
- Did the school show how other critical areas for follow-up were addressed that were not part of the action plan?
WASC/CDE FOL, Task 3 (Summary of Profile and Progress Data)

- Have the certificated staff members and other stakeholders discussed the profile and progress since the last full self-study or initial visit?
- Has the school obtained input from all members of the school community as the implications and identification of the critical learner needs are determined based on the data and progress?
- Has there been discussion of the relationship of the 2–3 critical learner needs to the schoolwide learner outcomes and their descriptors and college/career readiness?
- Is there commitment to accomplishing the school’s vision, mission, and schoolwide learner outcomes (including critical learner needs) from all certified staff, all students, and other stakeholder groups?
- Have the 3–4 important questions been determined that will be discussed within the Home/Focus groups?
- Do the stakeholders understand how to use the profile to guide further inquiry about student achievement and the school programs?

WASC/CDE FOL, Task 4 (Assessment of Program)

- Was the analysis of the school program done in relation to the accomplishment of the critical learner needs, the schoolwide learner outcomes, academic standards, and the criteria concepts?
- Was the accuracy of the findings discussed and supported by evidence?
- Did discussion occur about how the findings relate to supporting the learning needs of all students?
- Were evaluative responses provided for all the criteria/indicators/prompts with supporting evidence? (How effective? What has been the impact on student learning?)
- Are strengths and prioritized areas for growth reasonable based on the aligned findings and evidence?

WASC/CDE FOL, Task 5 (Refinement of the Schoolwide Action Plan)

- Is the schoolwide action plan organized around growth targets and benchmarks for all appropriate student subgroups?
- Do the schoolwide action plan sections address the learning needs of all students as identified in the student/community profile?
- Has the school integrated other initiatives to create one single comprehensive schoolwide action plan?
- Are resources dedicated to each growth target?
- Is there an effective process in place to integrate the visiting committee suggestions into the schoolwide action plan after the visit?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the schoolwide action plan and modify as needed?
Model Timeline: Flow of Activities
— Year Prior to Self-Study —

<table>
<thead>
<tr>
<th>November–March Activities</th>
<th>Participants</th>
<th>Product in Self-Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks 1:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Refine the student/community profile, based on analyzed and disaggregated data</td>
<td>Leadership Team and/or Student Profile Committee</td>
<td>Chapter I: Student/Community Profile</td>
</tr>
<tr>
<td>• Clarify the schoolwide learner outcomes</td>
<td>Focus Groups</td>
<td></td>
</tr>
<tr>
<td><strong>Task 2:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Summarize progress since previous full self-study</td>
<td>Leadership Team</td>
<td>Chapter II: Progress Report on schoolwide action plan, including integrated critical areas for follow-up</td>
</tr>
<tr>
<td></td>
<td>All Stakeholders</td>
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<tr>
<td><strong>Task 3:</strong></td>
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<tr>
<td>• Summarize implications of the data and progress; identify 2 to 3 critical learner needs; determine important related questions for use in the Home/Focus Groups</td>
<td>Leadership Team</td>
<td>Chapter III: Summary of Data and Progress</td>
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<td></td>
<td>All Stakeholders</td>
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</table>

March–June Activities and September–December Activities

<table>
<thead>
<tr>
<th>Task 4:</th>
<th>Participants</th>
<th>Product in Self-Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze the quality of the school program in relation to the WASC/CDE criteria with emphasis on the identified critical learner needs and related schoolwide learner outcomes</td>
<td>Focus Groups</td>
<td>Chapter IV: Self-Study Findings</td>
</tr>
<tr>
<td></td>
<td>Home Groups</td>
<td>Notes/evidence for informational sharing between Home Groups and Focus Groups</td>
</tr>
<tr>
<td>• Synthesize the information, determine strengths and growth needs, and identify potential action steps</td>
<td></td>
<td>Self-Study Report, Chapter IV, “Self-Study Findings”</td>
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<tr>
<td></td>
<td></td>
<td>Pertinent evidence available for review by visiting committee</td>
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</table>

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<thead>
<tr>
<th>Task 5:</th>
<th>Participants</th>
<th>Product in Self-Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Revise the comprehensive schoolwide action plan</td>
<td>Leadership Team</td>
<td>Self-Study Report, Chapter V, “Schoolwide Action Plan”</td>
</tr>
<tr>
<td>• Define schoolwide and subgroup growth targets</td>
<td>All Stakeholders via Home and Focus Groups</td>
<td></td>
</tr>
<tr>
<td>• Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan</td>
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</tbody>
</table>

February March–Ongoing Activities

<table>
<thead>
<tr>
<th>Task</th>
<th>Participants</th>
<th>Product in Self-Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>The visit</td>
<td>School/Visiting Committee</td>
<td>VC report</td>
</tr>
<tr>
<td>By June 30, submit an updated action plan to WASC incorporating critical areas for follow-up left by visiting committee</td>
<td>School</td>
<td>Updated action plan</td>
</tr>
<tr>
<td>Implement and monitor the schoolwide action plan and its impact on student learning</td>
<td>School</td>
<td>Ongoing progress reports for school and district</td>
</tr>
</tbody>
</table>
Self-Study Report Format

Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria
5. The alignment of a long-range action plan to the school’s areas of need; the capacity to implement and monitor the accomplishment of the plan.

Chapter I: Student/Community Profile and Supporting Data and Findings

Prepare a student/community profile. Include data and findings for the following:

- Demographic data, including the refined schoolwide learner outcomes
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any.

Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas for follow-up from the last full self-study and all intervening visits.

Chapter III: Student /Community Profile — Overall Summary from Analysis of Profile Data and Progress

Provide an overall summary from the analysis of the profile data

- Based on past progress and current data, explain the implications of the data with respect to student performance
- Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes
- List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.
Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.

➤ Note: The five criteria categories are:

A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
B. Standards-based Student Learning: Curriculum
C. Standards-based Student Learning: Instruction
D. Standards-based Student Learning: Assessment and Accountability
E. School Culture and Support for Student Personal and Academic Growth.

Chapter V: Schoolwide Action Plan

A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement.
B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
C. Describe the school’s follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders to implementing the various sections of the schoolwide action plan.

Appendices

A. Timeline of self-study process
B. Results of student questionnaire/interviews
C. Results of parent/community questionnaire/interviews
D. Master schedule
E. Additional details of school programs, e.g., online instruction, college/career, academies, IB, AVID
F. School Quality Snapshot (see cde.ca.gov)
G. School accountability report card (SARC)
H. CBEDS school information form
I. Graduation requirements
J. Any pertinent additional data (or have on exhibit during the visit)
K. Budgetary information, including budget pages from the school’s action plan, i.e., the Single Plan for Student Achievement
L. Glossary of terms unique to the school.
School Committees: Probable Players

Careful thought should be given to the formation of the committees. To conduct a meaningful self-study, the school is expected to involve the total staff. In the model process this can be accomplished by establishing the suggested committees; however, these should be adapted to fit local conditions.

Schools involved in restructuring may have previously established committees appropriate for the various tasks. Below are the stated responsibilities and potential membership of committees for the model self-study process.

Leadership Team

- Facilitate the review and refinement of the vision, mission, and schoolwide learner outcomes
- Assist the Organization Focus Group in responding to A1, Vision and Purpose; A2, Governance, and A6, Resources.
- Facilitate the entire analytical self-study process, including the data analysis and identification of the critical learner outcomes
- Create and regularly continually refine the single schoolwide action plan using findings of Schoolwide Focus Groups
- Coordinate the follow-up process to monitor the implementation and the accomplishment of the action plan that has integrated all schoolwide initiatives.

Members of the Leadership Team:

- Self-study coordinator
- School principal
- Chairs of Schoolwide Focus Groups (faculty representing all disciplines)
- School administrators
- Chair of support staff groups (and others)
- Chair of student committee (and others)
- Chair of parent committee (and others)
- Representative(s) of School Site Council and other advisory committees
- District representative
- Important others, e.g., business/industry partners, allied community organizations.

➤ Note for Small Schools: In small schools, Leadership Teams and governance groups may be composed of the same people. It is important to ensure that from the beginning the Focus on Learning Joint Process WASC/CDE meets the other planning needs of the school, so that efforts will not be duplicated.
Student/Community Profile Committee

- Development/refinement of student/community profile.

Members of the committee:

- Administrator(s)
- Certificated staff
- District evaluation staff member
- Students
- Parents.

Schoolwide Focus Groups

- Synthesis of all data about student learning and the criteria categories
- Determination of growth needs
- A Schoolwide Focus Group is composed of a representative cross-section of certificated staff members from the various disciplines and other stakeholders; the suggested size of a group is 12 to 15
- In large schools, there may be more than one Focus Group that examines a category of criteria or the criteria can be separated within a criteria category (e.g., Assessment and Accountability could have two Focus Groups, one for D1 & D2 and one for D3 & D4).

Members of the Focus Groups:

- Administrator
- Faculty member(s) from each subject area and a variety of programs
  - Career-vocational programs
  - Foreign Language
  - History – Social Science
  - English Language Arts
  - Mathematics
  - Online Instruction
  - Other Specialized Instruction
  - Physical Education
  - Science
  - Visual and Performing Arts
- Faculty and Support staff member(s)
  - Counselors
  - Program Coordinators (e.g., GATE, Title I)
  - English as a Second Language
  - Library/Media Teachers
  - Special Education
  - Health Services
- Instructional Assistants
- Clerical/Office Staff
- Custodial Staff
- Food Services
- Transportation Staff
- Security Staff

- Students
- Parents/Caretakers
- District representative (member of one Schoolwide Focus Group)
- School Board member (member of one Schoolwide Focus Group).

⇒ Note for Small Schools: Smaller schools may find that using a “Committee of the Whole” will be more effective in assessing the program for students.

Home Groups: Subject Area Groups

- Analysis of what is being taught and learned with respect to critical learner needs, selected schoolwide learner outcomes, academic standards, other curricular references, and WASC/CDE criteria.

Members of the subject area groups:

- All certificated personnel in a given subject area
- Instructional assistants.

⇒ Note for Small Schools: Schools with a smaller number of students may have only one teacher per subject area, or only a few individuals providing all of the support services. In these cases subject area support group discussions may occur in formats different from those described above, as long as the impact on students of each subject area and each support function is discussed. The school may have a “Committee of the Whole.”

Home Groups: Support Staff Groups

- Analysis of program students are receiving with respect to critical learner needs, selected schoolwide learner outcomes, WASC/CDE criteria, and other references

- Support staff groups include groups that contribute to the success of all students. Examples are given below, but schools should establish groups that are appropriate for their particular circumstances.

Members of the support staff groups:

- Counselors
- Program coordinators
- English as a Second Language
- Library-Media Teacher/AV specialist
- Special Education
- Health Services
- Instructional assistants
• Clerical/office assistants
• Administrators
• Custodial staff
• Food services
• Transportation staff.

Home Groups: Student Group

• Analysis of program from a student perspective with respect to critical learner needs, selected schoolwide learner outcomes, and WASC/CDE criteria.

Members of the student group:
• Two or more student government officers
• One faculty representative (Student Council Advisor)
• Students sufficient to reflect the diversity of the school community.

Home Groups: Parent Group

• Analysis of program from a parent/community perspective with respect to critical learner needs, selected schoolwide learner outcomes, and WASC/CDE criteria.

Members of the parent group:
• Parents from active, school-related groups
• Parents reflecting the diversity of the school
• One or more non-parent representative of the community
• One faculty member.

⇒ Note: There may be other types of Home Groups; for example, schools with professional learning communities. Some schools may find it helpful to use these groups rather than create a new group. In addition, a K-12 school may have vertical subject area groups and elementary schools may have K-2 or 3–5 Home Groups.
Self-Study Committee Structure

**LEADERSHIP TEAM**
Suggested team members:
- Focus Group Chairperson(s)
- School Administrator(s)
- WASC Coordinator(s)
- Parent(s)
- Student(s)
- District Office Representative(s)
- ...

**PROFILE COMMITTEE**

**SCHOOLWIDE FOCUS GROUPS**
Category A: Organization
Category B: Curriculum
Category C: Instruction
Category D: Assessment and Accountability
Category E: Student Culture and Support for Student Personal and Academic Growth

**SAMPLE HOME GROUPS**
- Students
- Mathematics
- Arts
- Language Arts
- Career & Vocational Education
- Parents & Community
- Science
- World Languages
- Social Sciences
- Physical Education
The Self-Study
Explanation of Self-Study Tasks

The five tasks presented in this section assist the school in accomplishing the five outcomes of the self-study. They represent a model self-study process that schools may modify as long as they adhere to these outcomes. The matrix of self-study outcomes and tasks, the self-study process diagram, the suggested timeline, and the self-study format will also be helpful in understanding this relationship of the tasks to the outcomes.
### Expected Outcomes of Focus on Learning Joint Process WASC/CDE

<table>
<thead>
<tr>
<th>Task</th>
<th>Involvement of Stakeholders</th>
<th>Clarification of Learner Outcomes and Academic Standards</th>
<th>Analysis of Data about students and student achievement</th>
<th>Assessment of Quality of School Program and Student Learning WASC/CDE Criteria:</th>
<th>Alignment of Schoolwide Action Plan and capacity to implement and monitor process</th>
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</thead>
<tbody>
<tr>
<td>1. Task 1</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Refine the student/community profile, based on analyzed and disaggregated data. Clarify the schoolwide learner outcomes.</td>
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<td>2. Task 2</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>Summarize the progress based upon the schoolwide action plan, i.e., the Single Plan for Student Achievement that included critical areas for follow-up from the last full self-study.</td>
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<td>3. Task 3</td>
<td>✓</td>
<td></td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>Summarize implications of the data; identify 2 to 3 critical learner needs; determine important related questions for Home/Focus groups.</td>
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<tr>
<td>4. Task 4</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Evaluate the quality of the school program in relation to the WASC/CDE criteria with emphasis on the identified critical learner needs and correlated schoolwide learner outcomes. Synthesize the information, determine strengths and growth needs, and identify potential action steps.</td>
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<td>5. Task 5</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Revise the comprehensive schoolwide action plan, i.e., the Single Plan for Student Achievement. Define schoolwide and subgroup growth targets. Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan.</td>
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Focus on Learning: Joint WASC/CDE Process Guide

FOCUS ON LEARNING JOINT PROCESS WASC/CDE

Progress on Action Plan and Previous Visiting Committee Recommendations

Schoolwide Learner Outcomes

Student - Community Profile

Academic Content and Performance Standards

Analysis of Student Learning

Analysis of School Processes

Schoolwide Action Plan

Latest Research in Education

Student Work
Observations of Students Working
Interviews with Students
Interviews with Parents/Care-takers
Achievement Data

• Organization
• Standards-based Student Learning: Curriculum
• Standards-based Student Learning: Instruction
• Standards-based Student Learning: Assessment and Accountability
• School Culture and Support for Student Personal and Academic Growth

Improved Student Learning

School Improvement

Expected Outcomes of the Improvement Process

1 ➔
The involvement and collaboration of all staff and other stakeholders to support student achievement.

2 ➔
The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.

3 ➔
The analysis of data about students and student achievement.

4 ➔
The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and WASC/CDE criteria.

5 ➔
The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.
Task 1: Refine student/community profile based on the analyzed and disaggregated data; clarify the schoolwide learner outcomes

→ Note: The purpose of this profile is to provide a source of basic data that can be used for other statewide program processes.

Product

- **Task 1**: Self-Study Report: Chapter I: “Student/Community Profile — Data and Findings”
  
  Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
  
  - Demographic data
  - Student performance data
  - Perception data.

Appendices:

A. Results of student questionnaire/interviews
B. Results of parent/community questionnaire/interviews
C. Master schedule
D. Additional details of School Programs, e.g., online instruction, college/career, academies, IB, AVID
E. School Quality Snapshot (see cde.ca.gov)
F. School accountability report card (SARC)
G. CBEDS school information form
H. Graduation requirements
I. Any pertinent additional data (or have on exhibit during the visit)
J. Budgetary information, including budget pages from the school’s action plan, i.e., the Single Plan for Student Achievement
K. Glossary of terms unique to the school.

Participants

- Leadership Team and/or Student Profile Committee
- All stakeholders (suggestion: use Home Groups, Schoolwide Focus Groups, or total staff).

Procedures

1. Leadership Team and/or Student Profile Committee:
   a. Review the student/community profile guide and the current student/community profile. (See the guide on the following pages.)
The student/community profile should include both *demographic data*, describing the school, its students, and staff and performance and *outcome data*, describing the students’ achievements. A summary of information or *perceptions* collected about how stakeholders view the school may also be included. To a great extent the data listed in this task can be gathered from the following website: www.cde.ca.gov.

**Note:** Much of the data may be an integral part of the school’s Single Plan for Student Achievement. This data should be expanded to include the other information requested in the profile guide, if applicable. This will enable the school to have one basic profile for use with all statewide program processes.

b. Gather the needed additional demographic and student performance data.

c. Present data through the use of appropriate charts, tables, and graphs.

d. Disaggregate, as appropriate, interpret and analyze the data.

e. Provide *findings*, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data. Include any student and/or parent survey data.

f. Include data about one or two schoolwide learner outcomes, at a minimum.

2. Leadership Team and/or Student Profile Committee:

Review the core values and beliefs, the vision, the mission and existing schoolwide learner outcomes. Use the profile data and discuss the critical learner needs, future challenges, and needed competencies.

- What are the current and future learning needs of the students?
- What does it mean to be an educated person?
- What is the most effective preparation of students for their future?

Include the schoolwide learner outcomes in the profile with pertinent comments about modifications.

Refine the schoolwide learner outcomes and indicators as needed. Include the schoolwide learner outcomes and any pertinent comments in the profile. (**Note:** New schools should describe the process used to determine or clarify these.)

3. Leadership Team and Student Profile Committee

Prepare a draft overall summary of what these data sources tell about student achievement and the school community. This will be updated after preparation of the progress report (Task 2) and the dialogue with all certificated staff and other stakeholders (Task 3).

- What are the implications of the data with respect to student performance?
- Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes.
- List important questions that have been raised by the analysis of the student performance and demographic data.

**Note:** The identified critical learner needs and important questions will be used in the Home and Focus Group work.
Self-Check Questions

- Has the Leadership Team gathered and analyzed all required and other pertinent data to identify the characteristics and trends of achievement of ALL the students?
- Has the Leadership Team produced a user-friendly profile for all stakeholders?
- Have the certificated staff members and other stakeholders scheduled a time for discussion of the profile? See Task 3.
- Has the Leadership Team involved the stakeholders in a review of the current vision, mission, and schoolwide learner outcomes in relation to the current learner needs and future challenges for the students in order to be globally competent?
- Have the stakeholders refined the measurable indicators of the schoolwide learner outcomes that define their quality accomplishment?
- Do the stakeholders understand how to use the profile data, including the vision, mission, and schoolwide learner outcomes, to guide further inquiry about student achievement and the school programs?
WASC/CDE STUDENT/COMMUNITY PROFILE GUIDE

Note: In the Appendix, include the School Quality Snapshot, School Accountability Report Card, graduation requirements, CBEDS School Information Form, master schedule, copies of any surveys used and summaries of results, school budget pages, and the budget pages from the current Single Plan for Student Achievement. Other information may also be included such as the glossary of terms unique to the school.

General Background and History

Community

a. Brief description of the community served by the school
b. Family and community trends
c. State/federal program mandates
d. Parent/community organizations
e. Community foundation programs
f. School/business relationships.

WASC accreditation history for school

School purpose, e.g., beliefs, vision, and mission, and schoolwide learner outcomes.

Note: New schools also should describe the process used to develop the schoolwide learner outcomes; other schools should comment on any revisions or refinements.

School Program Data

- Provide a succinct summary of all types of online instruction and specialized programs such as IB Diploma Program, college/career readiness programs (Career and Technical Education [CTE], academies, Pathways), AVID, independent study and school/college partnerships.

✔ Online Instruction: Address all the areas listed below (See Key Terminology for definitions)
   1. Types of online instruction
   2. Learning management system
   3. Hardware and software requirements
   4. Teacher and support staff qualifications
   5. Personnel involved in the instructional process
   6. Curriculum offered both onsite or outsourced
   7. Types of instruction offered, synchronous or asynchronous
   8. Methods and processes used to ensure that all students have access to the instructional programs necessary for learning success
   9. Types of assessments and assessment processes
   10. School culture for the online environment, including types of school and community activities, opportunities for student involvement, and participation data
11. Orientation process for incoming students and parents to understand expectations for the online learning environment
12. Student/Teacher interaction on a typical day
13. Student support services, including response to intervention (RTI), academic counseling and support for equal access, personal counseling, college/career preparation support, and health services.

**Focused Programs: Preparing students for postsecondary college/careers**

Address all the areas listed below for each program. Some information may be generic and part of the overall school program and will be addressed accordingly.

1. Types of instruction and extended learning opportunities
2. Specific technical requirements
3. Teacher and support staff qualifications
4. Curriculum offered both onsite and outsourced
5. Types of assessments and assessment process
6. How programs support college, career, and other goals
7. Orientation process for incoming students to understand expectations
8. Frequency of student/teacher interaction
9. Support for equal access, academic and personal counseling, college/career preparation support, and health services.
10. Partnerships including business, industry and community, including higher education.

**Demographic Data:**

**Comment on findings, including trends, irregular patterns, or anomalies for the data areas.**

1. Status of school in terms of student performance including the following:
   a. Is the school a Title I school? If so, is it schoolwide or targeted assistance? What is the Title I service provided to these students?
   b. Did the school meet Adequate Yearly Progress (AYP) for the past two years? Is the school identified as Program Improvement? What year, e.g., PI 1, 2, 3, 4, etc.?
      — What factor(s) led to not meeting AYP for two consecutive years and/or led to the program improvement status? For example, participation rate, lack of achievement in reading and/or mathematics in one or more of the subgroups, graduation rate, or lack of progress on API.
      — PI Schools: Include in the profile the results of the latest Academic Program Surveys (APS).
   c. Does the school have any outside providers or external evaluators that are currently working with the school?
   d. Does the school have a corrective action plan, an alternative governance plan, or joint intervention agreement?
   e. Is the school under any state or federal imposed deadlines for improvement or evidence of growth in student achievement for identified subpopulations or the
entire school populations?

2. Enrollment
   a. Grade level
   b. Gender
   c. Ethnicity
   d. Predominate primary languages other than English (e.g., Spanish, Hmong)
   e. Title I
   f. Special needs and other focused programs (e.g., online instruction, college/careers, IB, AP, Honors, AVID, GATE).

3. Language Proficiency Numbers for the following:
   a. English language learners (EL)
   b. Fluent — English proficient (FEP)
   c. Redesignated FEP (R-FEP).

4. Attendance
   a. Mobility or transient rate
   b. Average daily rate of attendance
   c. Truancy rate
   d. Tardiness rate.

5. Discipline Referrals, Suspension and Expulsion Rates (disaggregated), and Crime Statistics

6. Socioeconomic Status
   a. Free/reduced lunch status
   b. CalWORKS status (formerly AFDC)
   c. Parent education level.

7. Description of the safety conditions, cleanliness, and adequacy of school facilities

8. Staff
   a. Number of certificated staff and classified staff, include number of qualified personnel for counseling and other pupil support services and substitutes
   b. Percent of teachers who have met the highly qualified teachers’ requirements of the Elementary and Secondary Education Act (ESEA)
   c. Number of National Board Certified Teachers
   d. Percent of teachers instructing outside credentialed areas and include an explanation
   e. Number of teachers with Short Term Staff Permits and Provisional Intern Permits
   f. Number with advanced degrees
   g. Years of educational service within the district and total number of years in education
h. Specialized training/intern programs, e.g., number in Cross-Cultural Language and Academic Development (CLAD), Beginning Teacher Support and Assessment (BTSA) or other teacher induction programs (newer teachers must complete an induction program to obtain a clear professional credential; newer teachers will have the CLAD requirement embedded in required credential)

i. Number of teachers in an intern program

j. Gender

k. Ethnicity

l. Attendance rates of teachers

m. Number and assignment of paraprofessionals who meet the requirements of the Elementary and Secondary Education Act (ESEA).

9. Professional development programs/activities and numbers participating (e.g., BTSA, training in content areas or in instructional approaches, departmental activities, university programs)

10. Content of staff development and numbers participating (e.g., programs, activities and numbers)

11. Student participation in co-curricular activities and extra-curricular activities

12. District policies/school financial support (Use School Quality Snapshot as a reference.)

   a. Expenditures per pupil

   b. Monies from other funding sources, e.g., Title I, grants, foundations.

➤ Special Note: Student Performance Data: This data will be evolving over the next year with the implementation of the Smarter Balanced Assessment System.

“Signed into law on October 2, 2013, AB 484 establishes the California Measurement of Academic Performance and Progress (CalMAPP) assessment system. The CalMAPP system replaces the Standardized Testing and Reporting (STAR) Program. The primary purpose of the CalMAPP system is to assist teachers, administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.”

California Department of Education Assembly Bill 484 Questions and Answers.*

Comment on findings, including trends, irregular patterns or anomalies for the data areas.

➤ Note: Data should be disaggregated to reflect the achievement of all significant subgroups including EL and Special Education. Three years of data, if possible, should be included. Include state scores and the Elementary and Secondary Education Act (ESEA) achievement targets for other comparative points.

1. Academic Performance Index (API)

   a. Latest 3 years of API performance, including significant subpopulations. Has the school met the growth target? Have all subgroups met targets?

   b. School Ranking and Similar School rankings (at least three years).

* www.cde.ca.gov/ta/tg/sa/ab484qa.asp.
2. California Standards Test (CSTs) (Note: Include at least 2 years and then include the data from 2013–2014.)
   a. Multi-year grade (9–11) level scores by proficiency levels: advanced, proficient, basic, below basic, far below basic.
   b. Multi-year grade level scores of significant subpopulations by proficiency levels: advanced, proficient, basic, below basic, and far below basic.
   c. Reviewing the above CST scores in English Language Arts (ELA) and Algebra, what % of 9th grade students may be intensive or strategic students? What other assessments does the school provide to diagnose and appropriately place these students?
      ➢ Note: It may be helpful to include the state scores as a comparative point at certain grade-levels or with significant subpopulations.

3. California High School Exit Exam (CAHSEE)
   a. Tenth Grade initial testing of all 10th grade students and significant subpopulation scores (passing rate and percent meeting the AYP target of 380 mean scale score)
   b. Eleventh (11th) and twelfth (12th) grade disaggregated by significant subpopulations (the number/percent tested and percent of students passing).
   c. Sub-test scores for 10th, 11th, and 12th grade.

4. Adequate Yearly Progress (AYP): Show data for all students and numerically significant subgroups: annual measurable objectives (AMOs), participation rate, API, and graduation rate.

5. California English Language Development Test (CELDT) assessment results number and percent of students at each proficiency level.

6. Title III Accountability Report based on three Annual Measurable Academic Objectives (AMAOs). Note: An AMAO is a performance objective, or target, that Title III subgrantees must meet each year for their EL populations. The first two AMAOs are based on the results of CELDT and the third AMAO is based on AYP information. Long Term English Learners (LTELs) are included in this data.

7. Local assessments [e.g., end of course examinations, district benchmark assessments, and writing assessments; results of the diagnostic assessments indicating number of students reading at or below the 6th grade level and performing below the 7th grade level in math; formative curriculum-embedded assessments; results of the Academic Program survey (APS)].

8. College Scholastic Assessment Test (SAT) and/or ACT results, including numbers of students taking the exams and percentage approved for the California State University (CSU) Early Assessment Program (EAP).

9. Advanced placement test results, including the number of students enrolled in AP courses and the percentages taking the exams and the percentage of students passing exams.

10. Number of students meeting University of California a–g requirements; the number enrolled in the UC-approved courses.
11. Number of students taking Algebra by grade level (at least three years of data); specifically track the percentage of 9th graders taking a course below the level of Algebra.

12. Report card analyses percentage of Ds and Fs for last three semesters

13. Graduation rates (See AYP or CBEDs data)

14. Number of entering freshmen compared to exiting seniors (Note: Comment on irregular patterns or anomalies)

15. Dropout rates

16. Post-enrollment data: admission/entrance to and performance in postsecondary education, armed forces, and workforce.

Schoolwide Learner Outcomes

- Select one or two of your schoolwide learner outcomes

- Using data generated in this profile (perception data, results of examining student work, observations, etc.), comment on the degree to which the students are achieving the identified schoolwide learner outcomes.

Perception Data

- Results of interviews, surveys, etc. about how stakeholders view the school (students, parents, staff, community).

Task 2: Summarize progress since the previous full self-study

Product

- Self-Study Report
  Chapter II: “Progress Report”

Summary of progress on the entire action plan that incorporated the critical areas for follow-up from the last full self-study.

⇒ Note: Have available for review by the visiting committee prior progress reports and earlier (annual) versions of the schoolwide action plan, i.e., Single Plan for Student Achievement.

Participants

- Leadership Team
- All Stakeholders.

Procedures

1. Significant Developments: Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

2. Schoolwide Critical Areas for Follow-up: List the schoolwide critical areas for follow-up from the visiting committee report for the prior full visit and any recommendations from subsequent visits/reports.

⇒ Note: Schools that have had initial visits should respond to the recommendations left at that time.

3. Ongoing Follow-up Process: Comment on the process for implementing and monitoring the Single Plan for Student Achievement (the schoolwide action plan that has integrated the WASC critical areas for follow-up) since the prior self-study.

Comment on how the student/community profile and the annual progress reports, including the WASC mid-cycle (third year) report, have been reviewed and discussed annually by all stakeholders as part of the ongoing school improvement focusing on student learning.

4. Progress, Evidence, Impact on Student Learning for Action Plan Sections or Goals:

   a. For each current action plan goal or section, indicate how it relates to one or more of the critical areas for follow-up or any additional recommendations. (i.e., cross-reference).

   b. Comment on the accomplishment of each current action plan section or goal, including how each area has met identified growth targets and contributed to the accomplishment of the critical learner needs and one or more schoolwide learner outcomes for all students. Include:

      - How was the goal determined?
      - What impact has the goal had on student learning?
      - To what extent have the action plan growth targets been met over the past years?

   c. Cite evidence; reference the student performance data as appropriate.
5. **Critical Areas for Follow-up not currently in the Action Plan**: Comment separately on the critical areas for follow-up that have already been addressed and are currently not in the plan. In addition, comment on those “just do its” or isolated critical areas for follow-up that were not included in the ongoing schoolwide action plan. Comment on the impact of these critical areas for follow-up on student learning. Cite evidence.

**Self-check questions**

- Did the school show how the schoolwide critical areas for follow-up and recommendations identified by visiting committees since the last full self-study were integrated into the action plan?
- Did the school address each section of the action plan?
- Did the progress report include data that indicates whether school staff and students met established growth targets?
- Does the report show how each section impacted student accomplishment of the critical learner needs and one or more schoolwide learner outcomes?
- Did the school show how other critical areas for follow-up were addressed that were not part of the action plan?
Task 3: Summarize the implications of the profile and progress data; identify 2 to 3 critical learner needs; determine important related questions for Home/Focus groups

Product

- Task 3: Self-Study Report: Chapter III: “Student/Community Profile — Overall Summary from Analysis of Profile and Progress Data”
  1. What are the implications of the profile and progress data with respect to student performance since the prior self-study (or initial visit)?
  2. Based on past performance and current data, select two to three critical learner needs, noting the correlated schoolwide learner outcomes.
  3. List 3–4 important questions that have been raised by the analysis of the student performance, demographic, and perception data and the progress data. (These will be used in the Home and Focus Group work.)

Participants

- Leadership Team and/or Student Profile Committee
- All Stakeholders (suggestion: use Home Groups, Schoolwide Focus Groups, or total staff).

Procedures

1. Leadership Team:
   a. Disseminate the draft profile and progress report (Chapters I & II) to all certificated staff and other stakeholders; hold group discussions based on the schoolwide learner outcomes, and current knowledge about critical learner needs. Use the following questions.

   Use the following questions:
   - Who are the students?
   - How are they performing?
   - Who’s achieving? Who’s not achieving?
   - What has been accomplished? What is in progress?

   b. Have the staff and other stakeholders generate from the discussion their overall implications, critical learner needs, and important questions. This will be an important verification of the draft work done by the Leadership Team and Profile Committee on these areas.

   c. Determine if there is agreement on the identified critical learner needs and important questions. Are there additions? (Note: These critical learner needs and questions will be addressed through the Home and Schoolwide Focus Group dialogue.)

   d. Use the implications, critical learner needs, and questions identified by the staff and additional Leadership/Profile Committee notes to finalize the summary.
e. Determine if there needs to be any further modification of the schoolwide learner outcomes in relation to inclusion of the critical learner needs. Make appropriate modifications and include those in Chapter I, the Student/Community Profile.

➤ Note: The identified critical learner needs and important questions will be used in the Home and Focus Group work.

2. Leadership Team: Finalize and distribute the profile, the progress report and summary (Chapters I–III) to all stakeholders for use throughout the self-study process and include in the self-study report.

➤ Note: The Focus and Home Groups will use the profile, the progress report, and especially the summary data related to the identified critical learner needs and important questions. The profile and summary will be updated as additional data becomes available throughout the self-study process.

✔ Self-Check Questions

- Have the certificated staff members and other stakeholders discussed the profile and progress since the last full self-study or initial visit?
- Has the school obtained input from all members of the school community as the implications and identification of the critical learner needs are determined based on the data and progress?
- Has there been discussion of the relationship of the 2–3 critical learner needs to the schoolwide learner outcomes and descriptors and college/career readiness?
- Is there commitment to accomplishing the school’s vision, mission, and schoolwide learner outcomes (including critical learner needs) from all certified staff, all students, and other stakeholder groups?
- Have the 3–4 important questions been determined that will be discussed within the Home/Focus groups?
- Do the stakeholders understand how to use the profile to guide further inquiry about student achievement and the school programs?
Task 4: Evaluate the quality of the school program in relation to the WASC/CDE criteria with emphasis on the identified critical learner needs; synthesize the information, determine strengths and growth needs

Product

- Self-Study Report
  Chapter IV: “Self-Study Findings”

For each category of criteria, prepare a brief analytical summary that includes:

1. Findings and supporting evidence for each of the criteria guide questions
2. A list of strengths
3. A list of prioritized growth areas.

⇒ Note: The five criteria categories are:
   A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
   B. Standards-based Student Learning: Curriculum
   C. Standards-based Student Learning: Instruction
   D. Standards-based Student Learning: Assessment and Accountability
   E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

Participants

- Leadership Team
- Focus Groups
- Home Groups.

⇒ Note: Over a period of months there will be meetings of Home and Focus Groups, the results of which are mutually shared with each other. If these are carefully planned, there do not need to be an excessive number of either Home or Focus Group meetings. Home Groups are typically organized around curricular areas and other roles/responsibilities, such as data groups or vertical areas of emphasis. Notes or summaries from Home Groups that included the analysis of student work based on the critical learner needs will be used by Focus Groups. Focus Groups are organized around the WASC/CDE criteria categories and concentrate on the analysis of the school program, emphasizing the critical learner needs, related schoolwide learner outcomes, and the important questions about students and learning.
Procedures

1. **Schoolwide Focus Groups:** (Note: Ensure all stakeholders have discussed the student/community profile and 2-3 critical learner needs.)

   Review and discuss all five categories of criteria in order to understand that these concepts are guidelines for systematic school improvement. The focus is on student accomplishment of the schoolwide learner outcomes and critical learner needs. These criteria will be used to evaluate the school program in relation to the school’s vision, mission, schoolwide learner outcomes, and critical learner needs.

   ➔ **Note:** Each Focus Group should use the prompts and indicators related to group’s designated category and provide supporting evidence.

2. **Schoolwide Focus Groups:**

   a. Discuss in detail the criteria, indicators, and prompts for the assigned criteria category and decide what is already known from experience at the school.

   b. Review the profile and progress report data and summary about the implications, critical learner needs, and important questions.

   c. Based on the criteria/indicators/prompts, decide what data/information/evidence is needed to determine what currently exists and its effectiveness.

   d. Review the list of areas to analyze and examine for each criterion to assist with this discussion.

   e. Particularly, decide what is needed from all the Home Groups.

   ➔ **Note:** Home Groups must conduct a schoolwide analysis of student work and student engagement in learning based on the identified critical learner needs and related schoolwide learner outcomes. Written conclusions from this study must be summarized and shared with all Focus Groups, especially, Curriculum, Instruction, and Assessment and Accountability.

   **What have the Home Groups learned from examining student work related to the critical learner needs?**

3. **Home Groups:**

   Gather and analyze the data and information that is needed by the Focus Groups, including examining of student, observing student engagement, conducting walkthroughs, and interviewing or surveying students.

4. **Home Groups:**

   Share findings with appropriate Schoolwide Focus Groups. (Note: This can be done through notes and evidence for the Focus Group representative from each Home Group and also through shared documents.)

5. **Schoolwide Focus Groups:**

   Discuss and analyze the Home Group information gathered and analyzed about the selected critical learner needs, related schoolwide learner outcomes, and academic standards. Then examine the school program in relation to the WASC/CDE criteria/indicators/prompts assigned to the Focus Group. (Note: The Leadership Team can
assist the Organization Focus Group in responding to A1, Vision and Purpose, A2, Governance, and A6, Resources.)

What do we know about the impact this part of the school’s program and operation has on student learning?

6. **Schoolwide Focus Groups:**
   Decide what additional pertinent data is needed from the Home Groups and other sources to compare the school program to the designated WASC/CDE criteria/indicators/prompts, especially in relation to the identified critical learner needs, related schoolwide learner outcomes, and academic standards.

7. **Home Groups:**
   All members gather and analyze the additional requested information.

8. **Schoolwide Focus Groups:**
   a. Review all evidence about the designated WASC/CDE criteria/indicators.
   b. Synthesize the information and data analyzed.
   c. Use the prompts to summarize the analytical findings and related evidence for the criteria and indicators, including what has been learned about the critical learner needs and important related questions.
   d. For the assigned criteria category, identify major areas of strength and prioritized growth areas that show a direct correlation with the written findings and supporting evidence.

✓ **Self-Check Questions**
   - Was the analysis of the school program done in relation to the accomplishment of the critical learner needs, the schoolwide learner outcomes, academic standards, and the criteria concepts?
   - Was the accuracy of the findings discussed and supported by evidence?
   - Did discussion occur about how the findings relate to supporting the learning needs of all students?
   - Were evaluative responses provided for all the criteria/indicators/prompts with supporting evidence? (How effective? What has been the impact on student learning?)
   - Are strengths and prioritized areas for growth reasonable based on the aligned findings and evidence?
Task 5: Revise the comprehensive schoolwide action plan; define schoolwide and subgroup growth targets; establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan

Note: The product is a revised Single School Plan for Student Achievement based on the results of the self-study. The school integrates the school initiatives into one overall plan. (See the comparison chart in this task.) See www.cde.ca.gov/nclb/sr/le/singleplan.asp, 2013 Single Plan for Student Achievement: A Guide and Template for Creating/Updating the Single Plan for Student Achievement, especially Appendix G.

Product
Self-Study Report
Chapter V: “Schoolwide Action Plan”
A. Revise the schoolwide action plan. For each section include the elements listed below:
   - Statement of area for improvement that is student-focused, including measurable growth targets
   - Rationale for area based on self-study findings
   - Link to one or more critical learner needs and schoolwide learner outcomes
   - Ways of assessing progress, including student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards
   - Means to monitor and report progress
   - Who is responsible and involved
   - Specific steps, including professional development
   - Timeline
   - Resources.
B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
   This includes activities in subject areas related to strengthening a standards-based approach in support of student achievement based on both academic standards and the schoolwide learning results (optional).
C. Describe the school’s overall follow-up process for ongoing improvement process.
Note: the SC submits the self-study report after final Leadership Team review. The SC arranges for the printing of an adequate number of copies and distributes them to the following people/organizations 4 to 6 weeks before the visit:

- The visiting committee members
- One copy of the report on any of the following forms of media: USB flash drive, CD, or DVD (reference and support materials are not required) to:
  Accrediting Commission for Schools
  533 Airport Boulevard, Suite 200
  Burlingame, CA 94010
- Staff members and other stakeholders

Participants

Leadership Team
All Stakeholders via Home and Focus Groups.

Procedures

1. Review the Focus Group summaries.
2. Generate a table or matrix of all the strengths from each of the five categories and a second table for the prioritized growth areas from the five categories.
3. Use this list of strengths and prioritized growth areas from all five categories and cluster them into major themes or strands, including the relating of these to the critical learner needs.
4. Review the current schoolwide action plan (e.g., Single Plan for Student Achievement) and decide upon appropriate modifications based on the resulting themes emerging from the self-study.
5. Synthesize or incorporate the identified growth areas into meaningful action plan sections.
6. Ensure that the goals or areas for improvement are student-focused.
7. Ensure that growth targets have been established for each priority critical learner need and related schoolwide learner outcome(s). These growth targets should address subgroups of students as appropriate.
8. Gather feedback, gain consensus, and ensure commitment of all groups.
10. Establish process to monitor student learning based on the critical learner needs, the schoolwide learner outcomes, academic standards, and progress on each schoolwide action plan section (i.e., annual progress report to all stakeholders, the Board, and advisory groups).
11. Provide an annual progress report to all stakeholders, school site council and/or advisory groups, and the Board. See “The Follow-up: Making Headway” section of this manual.
Self-Check Questions

- Is the action plan organized around growth targets and benchmarks for all appropriate student subgroups?
- Do the action plan sections address the learning needs of students as identified in the student/community profile?
- Has the school integrated other initiatives to create one single comprehensive schoolwide action plan?
- Are resources dedicated to each growth target?
- Is there an effective process in place to integrate the visiting committee suggestions after the visit?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the action plan and modify as needed?

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders in implementing the various sections of the schoolwide action plan, i.e., Single Plan for Student Achievement.

Note: The components for the voluntary template of the Single Plan for Student Achievement and the suggested components for the FOL plan are in harmony. The components are identical in concept; the specific actions of the Single Plan for Student Achievement are expressed in more detail.

<table>
<thead>
<tr>
<th>WASC SUGGESTED COMPONENTS</th>
<th>SINGLE PLAN FOR STUDENT ACHIEVEMENT COMPONENTS</th>
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WASC/CDE Tools: Criteria with Indicators, Evidence to Analyze and Examine, and Prompts
WASC/CDE Tools: Criteria with Indicators, Evidence to Analyze and Examine, and Prompts

This section contains tools to assist a school in collecting and analyzing data as it determines the effectiveness of its program and operations in relation to student learning, including analysis of the program and operations in relation to the identified critical learner needs.

The tools are organized by the five categories of criteria.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Category B: Standards-based Student Learning: Curriculum

Category C: Standards-based Student Learning: Instruction

Category D: Standards-based Student Learning: Assessment and Accountability

Category E: School Culture and Support for Student Personal and Academic Growth.

The purpose of this analysis is to integrate the accreditation processes for both WASC and CDE to ensure an effective, efficient, and relevant improvement process for schools. Indicators have been listed to assist in the deeper understanding of the criteria supported by analytical prompts to guide the responses of the Focus Groups. In addition, for each criterion there is a list of areas to analyze or examine. All these tools should assist the school in its work of determining the effectiveness of the school’s program and operations to support high-quality student learning.

A Self-Study Report Microsoft Word template is available and can be found on the WASC website and also as a Google Docs document on Google Drive.

In this analysis and evaluation using the WASC/CDE criteria, indicators, and analytical prompts, include all programs such as IB Diploma Program, college/career readiness programs (Career and Technical Education [CTE], academies, Pathways), independent study, AVID, independent study and programs, and school/college partnerships.

To accomplish this, use these basic directions (Task 4):

**Home/Focus Group Work:** Based on the WASC criteria in each category:

1. Review what currently exists based on the WASC/CDE criteria and indicators.
2. Evaluate the current program's effectiveness based on the WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.
   
   ➤ **Note:** Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/interviews/discussions.

4. These responses will form the basis of Chapter IV of the self-study report and the determination of aligned strengths and growth areas for each category of WASC/CDE criteria.

   ➤ **Note:** The following chart will assist schools in the use of the results from the Academic Program Survey on the nine essential program components as they evaluate themselves against the WASC/CDE criteria and indicators.
<table>
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<th>WASC/CDE CRITERIA</th>
<th>ACADEMIC PROGRAM SURVEY (APS)/ ESSENTIAL PROGRAM COMPONENTS (EPCs)</th>
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<tr>
<td><strong>B1.</strong> All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes.</td>
<td><strong>EPC 1:</strong> All students, including English learners (ELs), students with disabilities (SWDs), and students with learning difficulties, are provided current state standards-aligned textbooks and instructional materials in grades nine and ten ELA and State Board of Education (SBE) approved instructional materials in Algebra I or Algebra Readiness courses. These materials are implemented daily as designed to support the needs of all students.</td>
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<tr>
<td><strong>B2.</strong> 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.</td>
<td><strong>EPC 2:</strong> The school’s master schedule allocates for all ELA and mathematics courses the appropriate daily instructional time in the current district-adopted, core, standards-based ELA and mathematics grade nine and ten instructional programs. This instructional time allocation provides all students, including ELs, SWDs, and students with learning difficulties, with sufficient instruction and practice in order for them to master grade-level standards and the skills assessed on the California High School Exit Examination (CAHSEE). This time is given priority and protected from interruptions.</td>
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<tr>
<td><strong>C2.</strong> All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.</td>
<td><strong>EPC 3:</strong> The annual district instructional/assessment pacing guides are in daily use in all grade nine and ten ELA and Algebra I/Algebra Readiness courses. All students in the ELA grade nine and ten receive at least the minimum course of study as described by the publisher.</td>
</tr>
<tr>
<td><strong>E3.</strong> All students receive appropriate support along with an individualized learning plan to help ensure academic success.</td>
<td><strong>EPC 4:</strong> The principal and vice-principal(s) complete a 40-hour administrational training in the standards-aligned ELA core or the SBE-adopted intensive reading intervention program materials or the SBE-adopted Algebra I or Algebra Readiness mathematics program materials and 40-hours of structured practicum. The district provides and monitors regular, ongoing targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.</td>
</tr>
<tr>
<td><strong>A4.</strong> A qualified staff facilitates achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. <strong>A5.</strong> Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.</td>
<td><strong>EPC 5:</strong> All classrooms have highly qualified teachers appropriately credentialed for their assignment(s). All teachers, of ELA, intensive intervention, Algebra Readiness, or Algebra I, including teachers of ELs and SWDs, have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the standards-aligned ELA and/or intensive intervention program or the Algebra Readiness or Algebra I program used at the institution.</td>
</tr>
<tr>
<td>WASC/CDE CRITERIA</td>
<td>ACADEMIC PROGRAM SURVEY (APS)/ ESSENTIAL PROGRAM COMPONENTS (EPCs)</td>
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<tr>
<td>A5. Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.</td>
<td><strong>EPC 6:</strong> The school/district provides all grade nine and ten ELA, ELD, and intensive intervention with teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel who have subject matter expertise. The coaches, content experts, and specialists work primarily in the classroom and assist with the full and skillful implementation of the district's current adopted ELA instructional programs to improve student achievement.</td>
</tr>
<tr>
<td>C2. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.</td>
<td><strong>EPC 7:</strong> The district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in grade nine and ten ELA.</td>
</tr>
<tr>
<td>D3. The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learner outcomes.</td>
<td><strong>EPC 8:</strong> The school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of ELA and Algebra/Algebra Readiness, including strategic and intensive intervention, special education, and ELD teachers.</td>
</tr>
<tr>
<td>A5. Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.</td>
<td><strong>EPC 9:</strong> The allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in ELA, and ELD, are aligned and prioritized in the SPSA.</td>
</tr>
<tr>
<td>D2. Teachers employ a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.</td>
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<tr>
<td>A6. The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the schoolwide learner outcomes.</td>
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<tr>
<td>D4. The assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drives the school’s program, its regular evaluation and improvement, and the allocation and usage of resources.</td>
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Category A: Organization:
Vision and Purpose, Governance, Leadership and Staff, and Resources
Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities), and the variety of programs offered at the school.

Examples include:
- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

**Note:** In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

A1. Organization Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

**Indicators with Prompts**

**Vision – Mission – Schoolwide Learner Outcomes – Profile**

**Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**Prompt:** Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**Indicator:** The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission and schoolwide learner outcomes are effective.

**Prompt:** Evaluate the effectiveness of the processes.

**Understanding of Vision, Mission, and Schoolwide Learner Outcomes**

**Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

**Prompt:** Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.
Regular Review and Revision

**Indicator:** The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national, and local needs, and community conditions.

**Prompt:** Evaluate the effectiveness of the process for revising these statements with wide involvement.

**Conclusions**

**Prompt:** Comment on the degree to which this criterion is being addressed.

**Prompt:** Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

**Areas to Analyze and Examine**

Areas to analyze in determining the degree to which the criterion is being met:

- A copy of the written vision, mission, core beliefs, and schoolwide learner outcomes
- Student/community profile and programmatic data
- Research-based knowledge about learning and learning
- National, state, and international educational issues, trends, and data
- List of stakeholders groups have been involved in the establishment of the school’s vision, mission, and schoolwide learner outcomes
- The process for reaching consensus among the stakeholder groups
- Interviews with staff, students, parents, board, community/business, district personnel and other stakeholders to determine their level of understanding and commitment to the vision
- Memos, minutes, and other documentation
- Other evidence identified by the school.
A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Indicators with Prompts

Governance Board

Indicator: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The governing board’s policies are directly connected to the school’s vision, mission, and schoolwide learner outcomes.

Prompt: Evaluate the adequacy of the policies to support the school’s vision, mission, and schoolwide learner outcomes through its programs and operations.

Additional Online Instruction Prompt: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

Understanding the Role of the Governing Board

Indicator: The school and business community understands the governing board’s role, including how parents can participate in the school’s governance.

Prompt: Evaluate the ways the school community and parents are informed as to how they can participate in the school’s governance.

Governing Board’s Involvement in the Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.

Prompt: Evaluate the processes for involving the governing board in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.
Board’s Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

Prompt: Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

Prompt: Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Areas to Analyze and Examine

Areas to analyze in determining the degree to which the criterion is being met:

- The legal status and organization of the school
- Degree of parent participation in the school’s governance
- The selection, composition, and specific duties of the governing board
- The alignment between the governing authority’s policies and the school’s vision, mission, schoolwide learner outcomes and current programs, e.g., online instruction and college/career readiness
- The nature and extent of the school community’s understanding of the governing board’s role
- The relationship between the duties of the governing board and the responsibilities of the professional staff
- The evaluation and monitoring procedures carried out by the governing board, including annual reviews of student performance, academic progress and fiscal health of the school
- The postings and the frequency and regularity of board meetings
- The involvement of the school’s authorizing agency in reviewing and monitoring student progress and overall school operations
- The degree of participation of board and district personnel in the development of the vision, mission and schoolwide learner outcomes
- Complaint and conflict resolution procedures
- Additional evidence identified by the school
Additional suggested evidence to examine for Charter Schools:

- The school’s charter with respect to the governance structure, organizational charts, size, scope and composition
- The school’s policies with regard to selection of board members, conflict of interest, meeting protocols and procedures, and delineation of powers and authority with school administration
- Board policies and procedures that are clearly defined and written
- The qualifications of board members to carry out their responsibilities
- Additional evidence identified by the school.
A3. **Leadership and Staff Criterion**

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

**Indicators with Prompts**

**Broad-Based and Collaborative**

*Indicator:* The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

*Prompt:* *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

**School Plan Correlated to Student Learning**

*Indicator:* The school’s Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic and career readiness standards.

*Prompt:* *How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan?*

**Correlation between All Resources, Schoolwide Learner Outcomes, and Plan**

*Indicator:* There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

*Prompt:* *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.*

**Conclusions**

*Prompt:* *Comment on the degree to which this criterion is being addressed.*

*Prompt:* *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

**Areas to Analyze and Examine**

Areas to analyze in determining the degree to which the criterion is being met:

- Rosters, minutes of meetings, interview/survey data, or other indicators of inclusion showing that the school planning process is broad-based, collaborative, and has commitment of the stakeholders

- The degree of correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical learner needs, the schoolwide learner outcomes, and academic standards
• The degree of correlation between allocation of time/fiscal/personnel resources, pacing guides, improvement plans, and learning results
• The specific benchmarks and accountability tools used in the monitoring process
• Indications of the number of staff involved in school action plans
• Evidence of student involvement in developing action plans
• Other evidence identified by the school.
A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Indicators with Prompts

Employment Policies and Practices
Indicator: The school has clear employment policies and practices related to qualification requirements of staff.

Prompt: Evaluate the clarity of employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.

Qualifications of Staff
Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Prompt: Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on staff background, training, and preparation are qualified for their responsibilities.

Maximum Use of Staff Expertise
Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities, including any type of online instruction.

Defining and Understanding Practices/Relationships
Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Internal Communication and Planning
Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: How effective are the existing structures for internal communication, planning, and resolving differences?
**Staff Actions/Accountability to Support Learning**

**Indicator:** The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

**Prompt:** How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.

**Additional Online Instruction Prompt:** Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.

**Evaluation of Existing Processes**

**Indicator:** The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

**Prompt:** To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

**Conclusions**

**Prompt:** Comment on the degree to which this criterion is being addressed.

**Prompt:** Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

**Areas to Analyze and Examine**

Areas to analyze in determining the degree to which the criterion is being met:

- The degree to which the actions of the leadership are directly linked to student achievement of the academic standards and the schoolwide learner outcomes; cite examples
- Administrator and faculty written policies, charts, and handbooks that define responsibilities and relationships
- Strategies for team building used at the school
- The structures for internal communications and resolving differences
- The leadership’s processes and procedures for involving staff in shared responsibilities and actions to support student learning
- The level of actual staff involvement in actions focusing on successful student learning; obtained through interviews with staff and administration
- Representative examples of collaboration across the school
- Employment policies/practices related to qualification/statutory requirements
- Information on staff background, training and preparation
- Staff assignments to maximize use of their expertise
• The kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations
• Documents that list connection of professional development activities and student learning
• Other evidence identified by the school.
A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Indicators with Prompts

Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Prompt: How effective is the support of professional development/learning? Provide evidence and examples.

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: How effective are the school’s supervision and evaluation procedures?

Additional Online Instruction Prompt: How effective is the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance.

Prompt: Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Areas to Analyze and Examine

Areas to analyze in determining the degree to which the criterion is being met:

- Review of the action plan that contains references to professional development activities
- The extent to which staff is supported by time, personnel, material and fiscal resources for planning and professional development to facilitate all students achieving the academic standards and the schoolwide learner outcomes
- The evaluation procedures utilized and their effectiveness in promoting professional growth
- Occurrence and extent of monitoring and coaching of staff based on student and teacher learning needs
- Review of written personal and schoolwide professional learning targets
- Evaluation of follow-up to professional development activities such as coaching, mentoring and reflection
- Interviews with staff members to learn their perceptions of the purpose and effectiveness of professional development
- The extent to which staff members have taken advantage of professional development options available
- Written and verbal assessment of how professional development has impacted student learning and accomplishment of the schoolwide learner outcomes
- Other evidence identified by the school.
A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school’s vision, mission, and student achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: To what extent are resources allocated to meet the school’s vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Prompt: Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Facilities

Indicator: The school’s facilities are adequate to meet the school’s vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: Specifically, to what extent do the facilities support the school’s vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?

Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.
Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Prompt: Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college career preparation programs are in place.

Long-Range Planning

Indicator: The district and school’s processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: Evaluate the effectiveness of these processes.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Areas to Analyze and Examine

Areas to analyze in determining the degree to which the criterion is being met:

- Description of the resources which are considered crucial to the operation of the school and its focus on critical learner needs, academic standards, and schoolwide learner outcomes
- Availability of materials, space, and equipment to support student learning
- Number of staff members and level of professional expertise
- The adequacy of the facilities to meet the purpose of the school, i.e., quality standards for health and safety, functional for all programs offered, and well-maintained
- The policies, procedures, and planning for maintaining the physical facilities
- The policies, procedures, and processes for hiring, nurturing, and providing ongoing professional development to ensure a well-qualified staff
- The procedures for acquiring and maintaining adequate technology, technological support systems, software, instructional materials, such as textbooks, other printed material, manipulative, laboratory materials
- The school’s long-range plan which describes how resources will be utilized
- How all resources are being coordinated to support all students accomplishing the critical learner needs, the academic standards, and the schoolwide learner outcomes
- How district resources are being applied to students accomplishing the critical learner needs, the academic standards, and the schoolwide learner outcomes
- The procedures for regular examination of the long-range plan to ensure all students are achieving the critical learner needs, the academic standards, and the schoolwide learner outcomes
- The involvement of the school’s stakeholders in long-range planning
- Other evidence identified by the school.
A7. **Resources Criterion [Charter Schools only]**

The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

**Indicators with Prompts**

**Long-range Financial (and other Resources) Plan**

**Indicator:** The school regularly reviews its long-range plan (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

**Prompt:** Evaluate the effectiveness of how the school regularly reviews its long-range plan.

**Regular Accounting and External Audit Procedures**

**Indicator:** The school has defined regular accounting and external audit procedures.

**Prompt:** To what extent does the school have defined regular accounting and external audit procedures? Comment on the effectiveness of the procedures to determine if they meet the generally accepted principles of accounting and audit procedures.

**Budgeting Process — Transparency**

**Indicator:** The school develops and monitors its annual budgeting process to ensure transparency.

**Prompt:** Comment on the effectiveness of the school’s procedures to develop and monitor its annual budgeting process to ensure transparency.

**Adequate Compensation, Staffing, Reserves**

**Indicator:** The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

**Prompt:** To what extent does the school’s governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves?

**Marketing Strategies**

**Indicator:** The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

**Prompt:** Evaluate the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

**Stakeholder Involvement**

**Indicator:** All stakeholders are involved in future planning, including addressing long-range capital needs.

**Prompt:** To what extent are all stakeholders involved in future planning, including addressing long-range capital needs? How effective are the processes to involve all stakeholders?
Informing the Public and Appropriate Authorities

Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Prompt: Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.

Adequacy of Reserve Funds

Indicator: The school ensures the adequacy of reserve funds to ensure the financial stability of the school.

Prompt: How does the school ensure the adequacy of reserve funds to ensure the financial stability of the school? Comment on whether the allocation of resources is sufficient to address the schoolwide learner outcomes and the critical learner needs of students.

Decisions — Schoolwide Learning Results

Indicator: The school bases resource allocation decisions in relationship to the schoolwide learner outcomes and the critical learner needs of the students.

Prompt: To what extent does the school base its resource allocation decisions in relationship to the schoolwide learner outcomes and the critical learner needs of the students.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Areas to Analyze and Examine

Areas to analyze in determining the degree to which the criterion is being met:

- The long-range financial (and other resources) plan which is regularly reviewed and linked to the school’s vision, mission, critical learner needs, and schoolwide learner outcomes
- Defined regular accounting and external audit procedures
- Evidence that the school provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves
- The marketing strategies used to support the implementation of the developmental program
- The research and information used to form the long-range plan
- The involvement of stakeholders in the future planning
- Governing authorities and school leaders involved in informing the public and appropriate governmental authorities about the financial needs of the organization
- The adequacy of the reserve funds to ensure the financial stability of the school
- The school’s planning process for addressing long-range capital needs (buildings, equipment, endowment
• Decisions about resource allocations are directly related to the school’s vision, mission, critical learner needs, and the schoolwide learner outcomes
• The budgeting process involves board, administration, faculty, and staff, as appropriate
• The annual budget, its development and monitoring process, and its “transparency”
• Other evidence identified by the school.
A8.  **Resources Criterion [Charter Schools only]**

The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards.

**Indicators with Prompts**

**Written and Adopted Policies/Procedures**

**Indicator:** The school has written adopted fiscal policies and procedures for internal controls.

**Prompt:** Comment on the effectiveness of the school’s process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.

**Annual Financial Audit**

**Indicator:** The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing agency and other government entities as required by law.

**Prompt:** Examine how the school ensures accountability and determine the effectiveness of these policies and procedures.

**Compliance of Personnel**

**Indicator:** Personnel follow the fiscal policies and procedures.

**Prompt:** Evaluate the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures.

**Processes for Implementation of Financial Practices**

**Indicator:** The school has processes and protections for the following: who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; 4) the policies and procedures for the use of credit cards and other lines of credit.

**Prompt:** Evaluate the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

**Contracts — Accounting**

**Indicator:** The school has a contracting process for services, equipment, and materials and accounts for all contracts of $75,000 or more and their purposes.

*Explain the effectiveness of this process.*

**Conclusions**

**Prompt:** Comment on the degree to which this criterion is being addressed.

**Prompt:** Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.
Areas to Analyze and Examine

Areas to analyze in determining the degree to which the criterion is being met:

- The written and adopted fiscal policies and procedures for internal controls
- The school’s annual independent financial audit conducted employing generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school resolved to the satisfaction of the charter-granting agency
- Written policies on the scope and responsibilities related to an independent financial audit
- The most recent, comprehensive audit by a credible outside CPA using generally accepted accounting practices and following state/federal laws
- The compliance of personnel in consistently following the fiscal policies and procedures
- Written policies regarding person(s) who are authorized to sign contracts, write checks, and release institutional funds
- The process for monitoring of payroll information
- The process for reviewing bank reconciliations and deposits/withdrawals of all school financial accounts
- The policies and procedures for the use of credit cards and other lines of credit
- Evidence that the school has sent its audit reports to the authorizing agency and other government entities as required by law
- Evidence that the chartering authorizing agency reviews the annual audit report and responds to any corrective action plans of the school
- Protections against mishandling of institutional funds
- The business, accounting, and ethical practices for handling institutional funds
- The contracting process for services, equipment, and materials
- An accounting of all contracts of $75,000 or more and their purposes
- Other evidence identified by the school.
Category B: Standards-based Student Learning: Curriculum
B: Standards-based Student Learning: Curriculum

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school. Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Prompt: Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.

Academic and College- and Career Readiness Standards for Each Area

Indicator: The school has defined academic standards and college- and career readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

Prompt: Evaluate to what extent there are defined academic standards and college- and career readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements.

Additional Online Instruction Prompts: Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.
Student Work — Engagement in Learning

**Indicator:** The school’s 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 learner outcomes.

**Prompt:** Evaluate to what extent 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 addressing of the schoolwide learner outcomes.

Accessibility of All Students to Curriculum

**Indicator:** A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. 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 all students.

**Prompt:** Evaluate to what extent students’ access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

**Additional Online Instruction Prompt:** Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.

Integration Among Disciplines

**Indicator:** There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**Prompt:** Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Curricular Development, Evaluation, and Revisions

**Indicator:** The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

**Prompt:** Comment on the effectiveness of the school’s curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.

Policies — Rigorous, Relevant, Coherent Curriculum

**Indicator:** The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

**Prompt:** Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school’s mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.

**Additional Online Instruction Prompt:** Determine the school’s effectiveness in the use of outsourced curriculum to maintain curricular integrity, reliability, and security.
Articulation and Follow-up Studies

**Indicator:** The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**Prompt:** *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

**Areas to Analyze and Examine**

Areas to analyze in determining the degree to which the criterion is being met:

- 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 schoolwide learner outcomes
- 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 schoolwide learner outcomes
- 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
- 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.
B2. Curriculum Criterion

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 career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Prompt: How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, and their college/career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

Prompt: Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, and their college/career and/or other educational goals.

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students’ personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students’ personal learning plans (e.g., classes and programs).

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Areas to Analyze and Examine

Areas to analyze in determining the degree to which the criterion is being met:

- 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 college/career and/or other 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 school 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.
B3. **Curriculum Criterion**

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

**Indicators with Prompts**

**Real World Applications — Curriculum**

**Indicator:** All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

**Prompt:** Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

**Meeting Graduation Requirements**

**Indicator:** The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

**Prompt:** Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

**Conclusions**

**Prompt:** Comment on the degree to which this criterion is being addressed.

**Prompt:** Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

**Areas to Analyze and Examine**

Areas to analyze in determining the degree to which the criterion is being met:

- 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(s) 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
- 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.
Category C: Standards-based Student Learning: Instruction
C: Standards-based Student Learning: Instruction

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school. Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

C1. Instruction Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

Indicator: The school’s observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.

Additional Online Instruction Prompt: Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.

Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.

Differentiation of Instruction

Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.
Student Perceptions

**Indicator** Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

**Prompt:** Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction based on student feedback.

Conclusions

**Prompt:** Comment on the degree to which this criterion is being addressed.

**Prompt:** Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

**Areas to Analyze and Examine**

Areas to analyze in determining the degree to which the criterion is being met:

- Observation of students working and student work that illustrates the extent to which all students are involved in learning to assist them in achieving the academic standards and schoolwide learner outcomes (examples of students working includes: oral presentations, individual and group work, discussions, investigations and experiments, performances; examples of student work include: essays, reports, project products, journals, portfolios, open-ended responses, tests, and online conversations)
- Observation/interviews/surveys to determine the extent to which students know beforehand the standard/expected performance levels for each area of study
- Observation of students working and online interactions and student work to determine the extent to which differentiation of instruction is occurring and its impact on student learning
- Student interviews which illustrate the extent to which students recognize the academic standards and the schoolwide learner outcomes and the expected level of performance
- Observation/interviews/surveys to determine the degree of involvement in the learning of students with diverse backgrounds and abilities
- Other evidence identified by the school.
C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.

Additional Online Instruction Prompt: Evaluate how teacher technology competencies are assessed during online instruction.

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.

Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather, and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Prompt: Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Additional Online Instruction Prompt: Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

Prompt: Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.
**Prompt:** Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

**Indicator:** Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

**Prompt:** Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

**Real World Experiences**

**Indicator:** All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

**Prompt:** Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.

**Additional Online Instruction Prompt:** Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.

**Conclusions**

**Prompt:** Comment on the degree to which this criterion is being addressed.

**Prompt:** Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

**Areas to Analyze and Examine**

Areas to analyze in determining the degree to which the criterion is being met:

- The degree to which various learning approaches and learning styles of students are addressed through the instructional approaches
- The extent to which teachers work as coaches to facilitate learning for all students
- Student work that provides evidence that students are, over time, becoming more adept at gathering information and presenting it in written, oral, and multimedia formats
- Student work that demonstrates the extent to which learning is structured so that students organize, access, and apply knowledge they already have through such activities as:
  - Relating the new information or learning tasks to personal experiences and knowledge
  - Using concrete examples and experiences and finding analogies, metaphors and similes that deepen their understanding of the topic
  - Utilizing opportunities to critique and evaluate new information in relation to what they have experienced and know
• Student work that provides evidence that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation

• Student work which shows the extent to which technology is used to assist students in achieving the academic standards and the schoolwide learner outcomes

• Student work which illustrates the extent to which current teaching practices provide all students with tools to gather and create knowledge and with opportunities to use those tools to research, inquire, gather, discover, and invent knowledge on their own, and communicate

• Student work that reflects the materials and resources beyond the textbook available to students, such as
  – Use and availability of library/multimedia resources and services
  – Availability of and opportunities to access data bases, original source documents and computer information networks
  – Experiences, activities, and resources which link students to the real world

• The extent to which opportunities for shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students should be part of a prompt somewhere

• Other evidence identified by the school.
Category D:
Standards-based Student Learning: Assessment and Accountability
D. Standards-based Student Learning: Assessment and Accountability

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

→ Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

D1. Assessment and Accountability Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: Evaluate the effectiveness of the assessment processes.

Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students’ grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: Evaluate the impact and effectiveness of the basis for which students’ grades, their growth, and performance levels are determined.

Additional Online Instruction Prompts: Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.
Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.
D2. Assessment and Accountability Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies
Indicator: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

Demonstration of Student Achievement
Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those with special needs.

Prompt: Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Additional Online Instruction Prompts: Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.

Curriculum-Embedded Assessments
Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?

Student Feedback
Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: How effective is student feedback in monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

Modification of the Learning/Teaching Process
Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.
Prompt: Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students’ progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Areas to Analyze and Examine (Criteria D1 and D2)

Areas to analyze in determining the degree to which the criterion is being met:

- The nature and types of current student assessment
- How growth is determined and how that information is used
- Basis upon which students’ grades and performance levels are determined
- Examples of standards-based curriculum assessments in English language arts and mathematics embedded in the curriculum, including examination of the performance of students whose primary language is not English
- How assessment results are used as the basis for re-evaluation of the curricular objectives and instructional approaches
- Student work demonstrating the degree to which assessment allows students to apply knowledge and skills to complete real-life performance-based tasks
- Extent to which assessment is used to improve instruction for students
- Examples of progress of all students toward accomplishing the academic standards and the schoolwide learner outcomes is monitored
- Notes from meetings during which discussions of student progress occur, including lists of participants
- Analysis of student work to determine achievement of the academic standards and schoolwide learner outcomes, including those students with special needs
- Other evidence identified by the school.
D3. **Assessment and Accountability Criterion**

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Indicators with Prompts**

**Assessment and Monitoring Process**

**Indicator:** The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

**Prompt:** Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.

**Additional Online Instruction Prompt:** Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.

**Reporting Student Progress**

**Indicator:** There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Prompt:** Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Conclusions**

**Prompt:** Comment on the degree to which this criterion is being addressed.

**Prompt:** Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.
D4. **Assessment and Accountability Criterion**

The assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school’s program, its evaluation and improvement, and the allocation and usage of resources.

**Indicators with Prompts**

**Modifications Based on Assessment Results**

**Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

**Areas to Analyze and Examine**

Areas to analyze in determining the degree to which the criterion is being met:

- Extent to which school community, district, and board are involved in the review process
- Extent to which school staff is involved in the review process
- Extent to which students and parents are involved in the ongoing review process about student performance
- Means by which student progress toward achieving the academic standards and the schoolwide learner outcomes is reported to the community (e.g., forums, newsletters)
- Extent to which parents and district and school board members are kept informed about the assessment results
- Examples of responses from community members
- Examples of how assessment results have caused recent change in the school’s program
- Examples of how professional development activities and topics have been determined by schoolwide assessment results
- Examples of how all stakeholder groups have been involved in a results-driven continuous planning process
- Examples of how the site, district, and board decisions on allocation of resources are influenced by schoolwide assessment results
- Other evidence identified by the school.
Category E:
School Culture and Support for Student Personal and Academic Growth
E: School Culture and Support for Student Personal and Academic Growth

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school. Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

➤ Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

E1. School Culture and Student Support Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Prompt: Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

Use of Community Resources

Indicator: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Prompt: How effective is the school use of community resources to support students?

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Prompt: Determine the adequacy and effectiveness of the school’s strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.
**Additional Online Instruction Prompt:** Evaluate the school’s processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.

**Conclusions**

**Prompt:** Comment on the degree to which this criterion is being addressed.

**Prompt:** Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

**Areas to Analyze and Examine**

Areas to analyze in determining the degree to which the criterion is being met:

- Descriptions of the links with parents and community including online
- How resources provided by parents and community are identified and utilized
- Strategies for involving non-English speaking parents
- Strategies and processes for supporting parents as active partners in the teaching/learning process
- How parents and community members are involved in the school’s decision-making process
- Other evidence identified by the school.
E2.  **School Culture and Student Support Criterion**

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

**Indicators with Prompts**

**Safe, Clean, and Orderly Environment**

**Indicator:** The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**Prompt:** Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.

**High Expectations/Concern for Students**

**Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**Prompt:** Evaluate the school’s work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**Atmosphere of Trust, Respect, and Professionalism**

**Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**Prompt:** To what degree is there evidence of an atmosphere of trust, respect, and professionalism?

**Conclusions**

**Prompt:** Comment on the degree to which this criterion is being addressed.

**Prompt:** Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

**Areas to Analyze and Examine**

Areas to analyze in determining the degree to which the criterion is being met:

- The existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning
- The analysis of all aspects of the school with respect to safety and internet regulations
- The degree to which caring and high expectations for all students is demonstrated on a daily basis including policies on bullying
- The degree to which specific strategies demonstrate an atmosphere of trust, respect, and professionalism
- Ways that citizenship and ethical values and behaviors are demonstrated by students
- The procedures and the extent to which current educational research and thinking is shared, discussed, implemented, and reflected upon by the staff at the school site
- Other evidence identified by the school.
E3 & E4. School Culture and Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success.

Students have access to a system of personal support services, activities, and opportunities at the school and with business, industry, and the community.

**Indicators with Prompts**

**Adequate Personalized Support**

**Indicator:** The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

**Prompt:** Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

**Additional Online Instruction Prompts:** Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.

**Direct Connections**

**Indicator:** The school demonstrates direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes, and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

**Prompt:** Evaluate the ways that there are direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

**Strategies Used for Student Growth/Development**

**Indicator:** Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.
Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Additional Online Instruction Prompt: Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify underperforming or struggling students and the interventions to address these identified student learning needs.

Additional Online Instruction Prompt: Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: What have you learned about the accessibility of a challenging, relevant, and coherent curriculum? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?

Additional Online Instruction Prompt: Evaluate the school’s processes to address the needs of socialization for the students and involvement in the school.

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.
Prompt: Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Additional Online Instruction Prompt: Provide evidence about the effectiveness of the students’ involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.

Student Perceptions
Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: Comment on the student view about the effectiveness of student support services after interviewing and dialoguing with student representatives of the school population.

Conclusions
Prompt: Comment on the degree to which this criterion is being addressed.

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Areas to Analyze and Examine
Areas to analyze in determining the degree to which the criterion is being met:

- The support mechanisms which the school has established to include counselors and ensure access to and success within an integrated, standards-based curriculum for all students
- Instructional resources available through library/media services and facilities
- Strategies which promote a more personalized approach to learning
- Alternative instructional options which allow access to and progress in the rigorous standards-based curriculum
- The purpose and effectiveness of the school’s EL program and its relationship to the rigorous, standards-based curriculum
- A description of how all students with special needs are allowed access to a rigorous standards-based curriculum (GATE, EL, special education)
- The extent to which the master schedule reflects the school’s support for all students having access to the rigorous standards-based curriculum
- Demographics and distribution of students through classes (includes gender, ethnicity, primary language, students with special needs)
- Evidence of availability of classes to all students, e.g., time and period schedules and the rationale for placement of courses on the schedule; the number and kinds of course offerings; alternative schedules available for repeat or accelerated classes (summer, class periods beyond the traditional school day)
- Do all students have equal access to a system of personal support services, activities and opportunities at the school and within the community?
- Strategies which ensure that all students are successful and connected to the school
  - Level of teacher involvement with students in the classroom
  - Existence of a curriculum which promotes inclusion
– Level of teacher involvement with students outside the regular classroom activity (e.g., club sponsorship as, teacher participation in extra-curricular and co-curricular activities, advisorships)
– Homeroom and student advocacy programs
– Systems which connect students of different backgrounds to the school community and each other such as music, fine arts, clubs, forums, formal school activities
– Connections of co-curricular and extra-curricular activities to the school’s academic standards and schoolwide learner outcomes
– Processes for regular review of student and schoolwide profiles
– Processes and procedures for interventions that address retention, redirection, retrieval

• Interviews with students and staff to learn the effectiveness of these strategies

• The extent to which the services, activities, and opportunities for assisting students in reaching their goals are coordinated, integrated, and networked to provide comprehensive support

• Direct connections between academic standards and schoolwide learner outcomes and allocation of resources to student support services available to students, such as
  – Counseling/advisory services
  – Articulation services (into high school, level to level, and post high school)
  – Psychological and health services or referral services

• Other evidence identified by the school.
The Visit
School Self-Study Coordinator
Visit Preparation Checklist

- Finalize schedule and visit arrangements
- Self-study report distributions
- Visiting committee report distributions

1. Self-study coordinator (SC) and visiting committee chairperson communicate prior to visit.
   Prior to the visit, the visiting committee chairperson will be in communication with the SC and principal to answer questions and give assistance. The principal and the chairperson should establish a date for the chairperson to visit the school for a preliminary visit. During the previsit, the chair will become familiar with the school and the self-study progress, offer guidance in conducting the self-study, and begin to develop a detailed schedule for the visit. The chairperson will maintain regular communication with the school through additional visits, phone calls, faxes, and email. This includes critique of draft sections of the self-study report. (Refer to the “Visiting Committee Chairperson Checklist, Previsit Preparation.”)

2. SC makes housing and other arrangements for the visiting committee.
   The SC arranges housing and adequate work space for the visiting committee. There should be an area for exhibit materials that support the self-study in the work space. Word processing, printing, copy services, technical, and clerical support should be made available to the visiting committee. The school should provide equipment such as a LCD projector in the work space.

   ➔ Note: Schools directly reimburse visiting committee members for expenses incurred during the previsit and the self-study visit. This includes meals, mileage, and other accreditation visit-related expenses. Lodging should be arranged and directly paid for by the school.

3. After the Self-Study Report is completed, copies are distributed to the appropriate people/organizations. The SC and visiting committee chairperson finalize the schedule for the visit.

Self-Check Questions

Have copies of the Self-Study Report been sent to the appropriate recipients?

The SC submits the Self-Study Report after final Leadership Team review. The SC arranges for the sending of electronic copies, the printing of an adequate number of copies, and distributes them to the following people/organizations four to six weeks before the visit:

- The visiting committee members (electronic and hard copies)
4. **During the month prior to the visit, the SC and the Leadership Team continue discussion of the implementation of the schoolwide action plan.**

Staff members and other stakeholders review the schoolwide action plan and the reports by the Focus Groups; they provide feedback to their committee chairpersons. Using this information, the Leadership Team continues to refine the schoolwide action plan. The Leadership Team will share these ideas with the visiting committee.

5. **SC completes preparation for the WASC visit.**

SC verifies all visiting committee visit arrangements: housing, meals, technical and clerical support, word processing and/or copy services, school map, master classroom schedule, parking facilities, name tags, etc. SC ensures the availability of exhibits in the workroom and throughout the school, including representative student work samples that have been analyzed.

6. **During the visit, the stakeholders discuss specific issues of the self-study with the visiting committee.**

The visiting committee will have extensive dialogue with the Focus Groups and the Leadership Team. Important to these sessions and the subject area/stakeholder meetings will be the visiting committee's examination and understanding of the information and evidence that supported the schoolwide findings. Throughout the visit the visiting committee chairperson will regularly communicate with the principal and the self-study coordinator; the visiting committee will meet daily with the Leadership Team regarding the visiting team's findings.

7. **The SC distributes copies of the final visiting committee report to all stakeholder groups.**
Self-Check Question

Has the final visiting committee report been sent to the appropriate recipients?

8. After the visit, the SC facilitates the integration of the narrative suggestions and critical areas for follow-up left by the visiting committee in the report into a modified schoolwide action plan.

Self-Check Questions

Has the modified schoolwide action plan been sent to the appropriate recipients?

By June 1 (January 31 for fall visits), the school should send:

- One (1) electronic copy of the modified action plan to the WASC Office
  Accrediting Commission for Schools, WASC
  533 Airport Boulevard, Suite 200
  Burlingame, CA 94010
  mail@acswasc.org
- Copies to all stakeholder groups

- The School Self-Study Coordinator Post-Visit Checklist can be found on page 185.
- The School Coordinator Checklists can be found on the WASC website.
Visiting Committee Chairperson Checklist

Previsit Preparation

___1. Attend WASC chair training.

___2. Study the school description, the WASC/CDE Focus on Learning manual, the reference cards, and the accreditation status worksheet.

___3. Review the five expected outcomes to be accomplished through the self-study:
   1. The involvement and collaboration of all staff and other stakeholders to support student achievement
   2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
   3. The analysis of data about students and student achievement
   4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria
   5. The alignment of a long-range action plan to the school’s areas of need; the capacity to implement and monitor the accomplishment of the plan.

___4. Review the WASC/CDE criteria, the criteria indicators, the prompts, the evidence to examine, appropriate academic standards, and educational references.

___5. Work with the school and maintain regular communication with the principal and self-study coordinator (SC) to answer questions or give assistance.

___6. Understand the school’s culture, vision, mission, and schoolwide learner outcomes and review past reports, action plans, etc. Obtain current schoolwide action plan (Single Plan for Student Achievement), prior pertinent reports, view website, CDE data, etc. (Examples of reports include prior self-study and mid-cycle reports, revisit report, and corresponding visiting committee reports.)

___7. Discuss expense reimbursement procedures with the school and ask if there is any specific reimbursement expense form to be used. Schools are responsible for reimbursing visit expenses directly to members.

___8. Arrange a preliminary one-day visit. During the visit, plan to meet with the principal, SC, Leadership Team, and other staff members (possibly speak briefly to entire staff or observe the process, if Home or Focus Groups are meeting.) Discuss the logistics of the visit.

___9. Communicate with the school about the following issues:
   ➤ Note: Begin critiquing draft sections of the self-study, e.g., the profile and the summary, schoolwide learner outcomes, identified critical learner needs, and progress report, one or more Focus Group summaries, and draft of the updated schoolwide action
plan. Ensure that the critical learner needs are addressed throughout the analysis of the school’s program based on the criteria areas and found in the schoolwide action. Provide timely feedback.

a. The calendar/timeline for the self-study process
   ○ Has the timeline been developed so that the self-study will be ready to mail to the visiting committee four to six weeks prior to the visit?
   ○ How has maximum time for Home and Focus Group meetings been allotted? Are the meetings well-spaced out throughout the self-study process?

b. Committee organization and membership
   ➔ Note: As long as the school adheres to the outcomes, there is flexibility in the self-study process. If the school modifies the suggested self-study process, it should explain how the outcomes have been met.
   ○ How is the Leadership Team taking an active role in facilitating the entire self-study process?
   ○ How is there active involvement of all certificated staff members, including administration, and strong representation of other stakeholder groups?
   ○ Are all certificated staff serving on two groups — a Home Group and a Focus Group?
   ○ Has the school reflected upon the type of committee organization that will be most effective in the implementation of the schoolwide action plan? For example, has the school considered maintaining the Focus Groups after the visit to oversee the action plan sections?

c. Refinement and use of the student/community profile data
   ○ Has the Leadership Team gathered and analyzed all required and other pertinent data to identify the characteristics and trends of achievement of ALL the students?
   ○ How has the Leadership Team facilitated the discussion of the profile by all certificated staff members and other stakeholders?
   ○ How are the stakeholders using the profile to guide the inquiry into the school programs, especially the identified critical learner needs and the related important questions noted in the profile summary?

d. Understanding the vision, mission, and schoolwide learner outcomes
   ○ Has the Leadership Team involved the stakeholders in a review of the current vision, mission, and schoolwide learner outcomes in relation to the current learner needs and future challenges for the students in order to be globally competent?
   ○ To what extent is there commitment to accomplishing the schoolwide learner outcomes from all certificated staff, all students, and other stakeholder groups?
   ○ To what extent has the school developed measurable indicators of the schoolwide learner outcomes and defined their quality accomplishment?
   ○ Do the stakeholders understand how to use the profile data, including the vision, mission, the critical learner needs, and schoolwide learner outcomes, to guide further inquiry about student achievement and the school programs?
○ Is there understanding of the complementary relationship of schoolwide learner outcomes to academic standards?

e. Progress since the previous full self-study
○ Did the school show how all schoolwide critical areas for follow-up identified by visiting committees since the last full self-study were integrated into the action plan?
○ Did the school address each section of the action plan?
○ Did the progress report include data that indicates whether school staff and students met established growth targets?
○ Does the report show how each section impacted student accomplishment of the critical learner needs and one or more schoolwide learner outcomes?
○ Did the school show how other critical areas for follow-up were addressed that were not part of the action plan?

f. Analysis and synthesis of the quality of the school program in relation to the schoolwide learner outcomes, academic standards, and the WASC/CDE criteria
○ How are the Home and Schoolwide Focus Groups analyzing the school program in relation to the concepts of the criteria and the accomplishment of the schoolwide learner outcomes?
○ What strategies are being used by the groups to ensure accuracy of the findings discussed?
○ To what extent is discussion occurring about how the findings relate to supporting the learning needs of all students?

g. Development of the schoolwide action plan and monitoring process. Action plan sections include:
   — Statement of the area for improvement
   — Rationale for area based on self-study findings
   — Impact on student learning of academic standards and schoolwide learner outcomes
   — Who is responsible and involved
   — Specific steps
   — Timeline
   — Resources
   — Ways of assessing progress, including student achievement of the schoolwide learner outcomes and academic standards
   — Means to report progress to all stakeholders.
○ Is the schoolwide action plan organized around growth targets and benchmarks for all appropriate student subgroups?
○ Do the schoolwide action plan sections address the learning needs of all students as identified in the student/community profile?
○ Has the school integrated other initiatives to create one single comprehensive schoolwide action plan?
○ Are resources dedicated to each growth target?
○ Is there an effective process in place to integrate the visiting committee suggestions into the schoolwide action plan after the visit?
○ Is there a sound follow-up process that will be used to monitor the accomplishment of the schoolwide action plan and modify as needed?
○ Is there a sound follow-up process that will be used to monitor the accomplishment of the schoolwide action plan and modify as needed?
○ Is the schoolwide action plan organized around growth targets and benchmarks for all appropriate student subgroups?
○ Do the schoolwide action plan sections address the learning needs of all students as identified in the student/community profile?
○ Has the school integrated other initiatives to create one single comprehensive schoolwide action plan, i.e., the Single Plan for Student Achievement?
○ Are resources dedicated to each growth target?
○ Is there an effective process in place to integrate the visiting committee suggestions into the schoolwide action plan after the visit?
○ Is there a sound follow-up process that will be used to monitor the accomplishment of the schoolwide action plan and modify as needed?

h. Exhibit of representative evidence for the visiting committee
○ How will exhibit materials that reflect the evidence analyzed in the self-study be organized for the visiting committee, i.e., in classrooms and the visiting committee workroom, electronically?
○ Will the evidence reflect:
  – A linkage to schoolwide learner outcomes, academic standards, and WASC/CDE criteria
  – A linkage to identified critical learner needs, “identified growth areas,” and action plan sections
  – All students.
○ Will the visiting committee be provided a general list of available evidence?
○ What evidence will be available prior to the visit?

i. The visit schedule
○ How can the schedule maximize time for dialogue with the Focus Groups, the gathering and review of evidence (class and program observations, interviews, examination of student work), and meetings with subject area/support/other groups and individuals? (Focus Groups meet for 1 ½ to 2 hours and include two members of the visiting committee after observation of the school program.)
○ Does the schedule for the visit permit daily dialogue with the Leadership Team and principal/head of school regarding preliminary findings, thereby building trust and rapport for ongoing communication and collaboration?
○ What would be effective strategies to use during the Leadership Team, Focus Group, and other meetings?
j. Visiting committee work space at the school site
k. Meeting room at school for visiting committee meetings (school to provide LCD projector and other technological equipment, as needed)
l. Computer access and compatibility with the system that the chair will be using for draft report
m. Housing and visit arrangements.

10. Receive roster of visiting committee members; begin communication, i.e., phone calls, emails, or faxes.
   a. Send the initial letter, including the school description, to the members electronically; confirm the members’ desired contact information
   b. Ask members for their preferred areas of expertise and coverage during the visit
   c. Remind members that they are expected to participate in visiting committee training through site-based workshops or webinars.

11. Continue to maintain contact with the school to determine:
   a. If the school needs further direct assistance
   d. Progress on the report
   e. Progress on housing and other physical arrangements
   
   ➔ **Note:** Continue the critique of each section of the report, i.e., table of contents, student/community profile, schoolwide learner outcomes, progress report, the draft Focus Group summaries, and the action plan.
   f. Appropriate technical and clerical support.

12. Send the second letter to visiting committee members electronically:
   a. Provide writing assignments
   b. Ask the members to review the criteria as the entire self-study report is analyzed
   c. Ask for the comparison of the school’s self-study findings to the concepts of the criteria, the critical learner needs, and the mission, vision, and schoolwide learner outcomes
   d. **Prior to the visit, require** the completion of the previsit preparation worksheets (Suggestion: use the Google Drive template)
   e. Use the comments and questions to complete the drafts of Chapters I, II, III, and V
   f. **Prior to the visit, require** written tentative narrative statements for assigned sections of the visiting committee report; ensure all work on the criteria sections include analytical comments about all related indicators; assign two people to write to each criteria category
   
   ➔ **Note:** The questions and tentative narrative statements should be sent to the visiting committee chair prior to the visit. The chair will create a tentative report that will be used at the initial team meeting. Many chairs will use shared documents using Google Drive.
g. Assign members to write preliminary statements for specified accreditation factors prior to the determination of the accreditation status ratings to ensure correlation with the findings in the visiting committee report.

h. Provide the schedule for the visit.

___13. Maintain regular contact with school to check the following:
   a. Progress of the report, continuing to critique sample report sections and action plan sections
   b. Date the school completes and sends the self-study report
   c. Preparation of reference/evidence materials for visit
   d. Receipt of list of reference/evidence
   e. Availability and knowledge of clerical and technical support.

___14. Make final contact with visiting committee members:
   a. Confirm receipt of the self-study
   b. Offer assistance with the understanding of assigned tasks and prewriting
   c. Remind members to send questions and tentative writing
   d. Offer additional assistance to special visiting committee members
   e. Confirm the initial meeting time
   f. Remind members to take cash/credit card for expenses that will be reimbursed after visit and to keep receipts of any such expenditures.

___15. Prepare the first draft of the visiting committee report correlated to the self-study report chapters. Ahead of time begin writing the following: Chapter I, summary of key information from the student/community profile; Chapter II, response to the school’s progress report; Chapter III, brief comments on the self-study outcomes and Chapter V, ongoing school improvement based on the action plan; include all thoughts from the visiting committee members for these sections and their drafts for Chapter IV, the school program based on the WASC/CDE criteria and indicators; have the tentative report ready for the initial orientation visiting committee meeting (i.e., Sunday or Monday afternoon). Note: Using Google Drive will facilitate all members being aware of the draft visiting committee report.

___16. Plan the orientation meeting for visiting committee members prior to initial meeting at school (e.g., Sunday afternoon). The meeting should cover:
   a. The purpose of visit
   b. Conducting the visit in an atmosphere of collaborative and open communication
   c. Emphasis upon WASC/CDE criteria, the school’s critical learner needs and the schoolwide learner outcomes and academic standards as the basis for the self-study and visit
   d. Discussion of school direction(s) and where school is with respect to the refinement of schoolwide learner outcomes and academic standards
   e. Discussion of the self-study report: trends and perceptions based on the schoolwide learner outcomes, academic standards, and WASC/CDE criteria (questions, concerns, and tentative written comments); type of verification needed
f. Discussion of ways to gather and review evidence with emphasis upon important areas to observe, ask about, or examine based on the self-study perceptions

g. Review of the initial meeting with the school staff and the overall schedule, including important strategies to use during the meetings

h. Modeling the collaborative development of questions for the Leadership Team meeting to ensure consensus of all visiting committee members.

i. Review of the accreditation status determination and the summary for the Commission

j. Reminder to the members to keep expenses to a minimum.

**The Visit: How Do We Know Students Are Learning? What is the Actual Program for Students?**

___1. Conduct the orientation meeting for the visiting committee members.

   ➔ **Note:** See the suggested agenda above.

___2. Conduct an initial meeting with the school’s Leadership Team that includes a reflective discussion on the general perceptions gleaned from the self-study report (planned jointly with the principal and SC prior to visit).

___3. Facilitate the visit; keep in mind the following:

   a. Maintain a positive atmosphere
   
   b. Keep to the task
   
   c. Maintain open communication and collaboration at all times
   
   d. Ensure that all visiting committee members are active participants in the school committee meetings
   
   e. Ensure that the gathering and review of evidence occurs throughout the school; this includes class/program observations, interviews, examination of student work and other data, subject area/support group meetings
   
   f. Ensure that no area is overlooked
   
   g. Assist the visiting committee members
   
   h. Ensure consensus on the critical questions for all groups based on overall visiting committee findings
   
   i. Avoid issues related to school policies or negotiations
   
   j. Stress with the visiting committee to avoid prescription and “how we do it at our school” discussion
   
   k. Lead all visiting committee discussions on the findings, relating them to the accomplishment of the schoolwide learner outcomes and the WASC/CDE criteria
   
   l. Coordinate the preparation of the visiting committee report.

___4. At all visiting committee meetings during the three and one-half days, facilitate the dialogue about the school’s program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and the WASC/CDE criteria.
5. Regularly communicate with the school leaders, including the Leadership Team, about the visiting committee findings and their implications for refinement of the schoolwide action plan.

6. At the final meeting with the Leadership Team, facilitate a thorough dialogue about the schoolwide action plan based upon the school and visiting committee findings in relation to the schoolwide learner outcomes, academic standards, and the WASC/CDE criteria.
   a. Ensure the Leadership Team has an opportunity to ask questions and clarify areas of the report
   b. Ensure that the critical areas for follow-up include a “who,” “what,” and “why” in terms of impact on student learning. Distinguish the different types of critical areas for follow-up with an introductory stem: e.g., the visiting committee concurs with the areas already identified by the school
   c. Point out that after the visit the Leadership Team needs to integrate the visiting committee’s key issues and critical areas for follow-up into the schoolwide action plan
   d. Work with visiting committee members to discuss and investigate any issues or questions raised in the dialogue with the Leadership Team.

7. Facilitate necessary visiting committee report modifications as the visiting committee report is finalized.

8. Have visiting committee members individually complete the accreditation status worksheets based on the findings noted in the visiting committee report. Have them review each WASC/CDE criterion and supporting indicators within the five categories. Have them individually make decisions regarding the quality of the school’s educational program with respect to these and the other accreditation factors.

9. Facilitate the visiting committee discussion of the accreditation status worksheet ratings and come to consensus regarding the ratings. Have the members complete the “Documentation and Justification Statement” that includes the ratings and aligned comments that reflect the visiting committee report.

10. Facilitate the discussion of the accreditation status recommendation and complete the final page of the “Documentation and Justification Statement” with compelling evidence that supports the visiting committee’s recommendation. Complete this final page or rationale for the recommended status.

11. Coordinate the completion of the “Accreditation Status Recommendation” and the “Documentation and Justification Statement” for the Commission.
Ensure:

a. Alignment between the visiting committee report and the recommended accreditation status
b. Member signatures are on the Accreditation Status Recommendation
c. Brief description of the discussion and status options considered by the visiting committee
d. A clearly stated rationale based upon factors impacting the accreditation status.

___12. Edit the final visiting committee report with the assistance of the visiting committee members. Ensure that all key topics of chapters are addressed.

___13. Facilitate the presentation of the visiting committee findings to the entire staff at the close of the visit. Use the PowerPoint presentation regarding the overall findings. Do not imply the recommended accreditation status. Leave a draft copy of the visiting committee report with the principal.

___14. Continually stress the importance of immediate follow-up to integrate the visiting committee narrative suggestions and critical areas for follow-up into the school’s schoolwide action plan for yearly implementation and assessment.

___15. Have the visiting committee complete the evaluation of chairperson form (optional).

___16. Review the visiting committee expense forms and submit them to school for reimbursement. Be sure to keep copies of the forms and receipts for your records.

After the Visit

___1. Finalize the necessary WASC forms: the “Accreditation Status Recommendation” and the “Documentation and Justification Statement” for the Commission and send to WASC.

___2. Complete the final editing on the visiting committee report within ten (10) working days. Ensure that both the school and WASC receive a final copy of the visiting committee report electronically.

___3. Keep copies of all WASC forms and visiting committee report.

___4. Send the completed member evaluation forms to the Burlingame WASC Office.

___5. Send the appropriate letters of appreciation.

___6. Follow-up on any outstanding reimbursement payment yet to be received. Contact Mrs. Lisa Blaylock at the WASC Office if payment has not been received from the school/district within four weeks after the visit.

___7. Communicate to the visiting committee members the decision of the Commission on the final accreditation status awarded to the school. This decision is reached either at the January, April, or June WASC Commission meeting. (A copy of the official letter will be sent to the chair.)
Visiting Committee Member Checklist

Previsit Preparation

___1. Receive the first letter from the visiting committee chairperson that addresses:
   a. Requests for preferred areas of coverage during the visit
   b. Training sessions schedule reminders
   c. The review of accreditation materials.

___2. Attend WASC member training.

___3. Study the school description, the WASC/CDE Focus on Learning manual, and the reference cards.

___4. Become aware of the outcomes of the self-study followed by the school:
   • The involvement and collaboration of all staff and other stakeholders to support student achievement
   • The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
   • The analysis of data about students and student achievement
   • The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and WASC/CDE criteria
   • The alignment of a long-range action plan to the school’s areas of need; the capacity to implement and monitor the accomplishment of the plan.

___5. Review the WASC/CDE criteria, the criteria guide questions, suggested evidence to examine, appropriate academic standards, and educational references.

___6. Receive additional instructions from chairperson, including:
   a. Writing assignments
   b. Review of the criteria as the self-study report is analyzed
   c. Members will be asked to provide questions and comments for all sections of the report on the previsit preparation worksheet; members will also be asked to write tentative narrative statements for assigned sections of the school report; the chair should receive these prior to the initial team meeting in order to compile a tentative visiting committee report (Many chairs will be using Google Drive for the previsit preparation worksheets and the draft visiting committee report)
   d. Visit schedule.

___7. After receiving the self-study report, complete the previsit preparation:
   a. Review the criteria with respect to the analysis of the self-study report; study other pertinent materials (e.g., academic standards)
   b. Compare the school’s findings to the concepts of the criteria, the critical learner needs, and the schoolwide learner outcomes; critique the schoolwide action plan.
To what extent:

- Do the school’s findings and supporting evidence provide a sound basis for determining the effectiveness of the school programs based on the criteria concepts?
- Was the analysis of the school program done in relation to the critical learner needs, the schoolwide learner outcomes, the academic standards, and the concepts of the criteria?
- Does the schoolwide action plan address the major identified growth areas and enhance the learning of all students as identified in the student/community profile?
- Are the critical learner needs and the schoolwide learner outcomes being addressed through the action plan?
- Is the implementation of a standards-based system being addressed through the action plan?
- Has the school integrated other initiatives to create one “umbrella” schoolwide action plan?
- Is the action plan feasible and realistic? Are resources considered for each action plan section?
- Do the ways of assessing progress include the analysis of student learning?
- Is there sufficient commitment to the action plan, schoolwide and systemwide?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the action plan?

c. Write tentative narrative statements in response to the criteria including the relationship of the concepts of the criteria/indicators to the schoolwide learner outcomes and critical learner needs. Include questions regarding issues, concerns, clarifications and evidence that should be pursued during the visit. Send these to the visiting committee chair prior to the visit.

___8. Ensure that the chair has received in a timely manner all previsit preparation questions and comments for the entire self-study report and the tentative narrative statements for the assigned sections of the report.

___9. Receive the final communication from the chairperson that:
   a. Offers further assistance and clarification of tasks based on the school schedule
   b. Confirms the initial meeting time and visit logistics
   c. Reviews how reimbursable expenses are to be handled.
___10. Bring the following materials electronically or in hard copy to visit: (Note: Many chairs are using Google Drive so the templates and other materials are already available for sharing online.)
   a. WASC/CDE Focus on Learning manual
   b. Accreditation Status Determination Worksheet
   c. Sample of Visiting Committee Report, Documentation/Justification Statement
   d. Reference cards
   e. Self-study report
   f. All notes — previsit worksheet and drafts of assigned sections
   g. Credit card or cash to cover reimbursable expenses.

___11. Arrive on time for the initial meeting and have no other commitments during the visit.

The Visit: How Do We Know Students Are Learning? What Is The Actual Program For Students?

___1. Demonstrate an interest in the school’s welfare and express a desire to be helpful. Establish a rapport with the staff.

___2. Use the concepts of the WASC/CDE criteria as a comparison base throughout entire visit.

___3. Look at the quality of the program experienced by students and evidence of successful student learning — the degree to which the schoolwide learner outcomes and academic standards are being accomplished.

___4. Look for evidence of an ongoing process for school improvement.

___5. Let the program unfold: don’t prejudge. Validate, verify, and document. Be aware of personal biases that can influence observations.

___6. Structure the gathering of evidence (class/program, observations, interviews, examination of student work and other information, dialogue with Home Groups) so the needed appropriate information is obtained.

___7. Assure teachers that classroom visits are not evaluative but are planned to observe the general instructional atmosphere and climate of the school.

___8. Frame open-ended questions to all school committee members and individuals to elicit information without reflecting a value judgment.

___9. Allow adequate time for responses and give appropriate feedback to responses to questions.

___10. Concentrate on being a good listener. Be aware of nonverbal feedback.

___11. Meet and lead discussions with the school self-study committees that are pertinent to your assigned areas of writing responsibility.
**Note:** Time is limited, so don’t overemphasize particular concerns. The goal is to clarify information already in the self-study report and secure information not yet provided.

12. Don’t allow pressure groups or individuals to distract you from the main task and the schedule.

13. Make every effort to avoid involvement in school issues that are not pertinent to the self-study and visit.

14. Work cooperatively with all other visiting committee members as findings are discussed and decisions made.

15. Write quality analytical responses according to the suggested guidelines. Make sure they reflect the important concepts of the criteria and indicators and are supported by evidence.

16. Give feedback to all staff, noting the regular meetings with the Leadership Team.

17. Meet daily with the Leadership Team to present and thoroughly discuss the synthesis of the concepts of the criteria, the self-study report, and the findings during the visit, as reflected in the draft visiting committee report. Continually, discuss the school’s next steps as outlined in the proposed schoolwide action plan (i.e., Single Plan for Student Achievement).

18. Meet with other visiting committee members to investigate any issues or questions raised during the Leadership Team meeting.

19. Make necessary visiting committee report modifications and finalize the report.

20. Individually review each WASC/CDE accreditation status factor. Individually make decisions regarding the quality of the school’s educational program with respect to the WASC/CDE criteria and the other factors impacting the accreditation status.

21. Participate in the visiting committee discussion of the Accreditation Status Recommendation with respect to the WASC/CDE criteria categories and all findings.

22. Assist the chair in preparing the confidential visiting committee “Documentation and Justification Statement” for the Commission ensuring that the correlation is evident between the recommended status and the visiting committee report.

23. Complete the expense voucher and submit to the chair for submission to the school for reimbursement. (Keep a copy of all forms and receipts.)

24. Complete and submit the chair evaluation form.

25. Participate in the presentation of the findings to the entire staff. The recommended accreditation status is confidential; do not imply the recommended accreditation status.

26. Support and encourage the school in its ongoing school improvement process.
Sample Schedule for Visit

The following sample schedule is provided for full self-study visits to California public schools. This schedule should be adjusted by the school and visiting committee (VC) chair to fit the local situation. In the self-study process, it is very important to allow enough time for extensive dialogue with the Schoolwide Focus Groups and the Leadership Team; this discussion will include the examination of evidence used to determine growth areas by the stakeholders. The focus of the subject area and support staff meetings will be to understand their information and evidence that led support to the schoolwide findings. The VC chairperson should be in regular communication with the principal and self-study coordinator to discuss the progress of the visit.

Day before Visit (Usually Sunday)

(12:00 NOON) (Visiting committee may meet for Sunday brunch)
1:00 PM Meeting of VC members to begin group discussion on perceptions of self-study — planning of questions and group processes for forthcoming Sunday meetings
3:00 PM Meeting with the principal, self-study coordinator, and Leadership Team to clarify issues in the self-study and explain the visit; the VC and school leaders participate in a reflective discussion of the self-study
4:30–5:00 PM School leaders conduct a brief school tour for VC
5:00–6:00 PM Brief meeting with the governing board, district, school and/or community representatives
6:00–7:00 PM Meeting with parent/community committee
7:30 PM– Dinner and Meeting of VC to debrief, receive instructions from the chair, organize the work of the committee, and examine supplementary materials

First Day

7:15–8:00 AM Meeting with Leadership Team (total VC team) (or later in the day)
8:00–8:30 AM Meeting with principal and VC chair (possibly other VC members)
8:00–11:45 AM Evidence gathering: class/program observations, interviews, examination of student work
11:00–11:45 PM Meeting with student committee (VC reps.)
11:45 AM–12:00 PM Brief Meeting of VC
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>12:00–1:00 PM</td>
<td>Lunch in school cafeteria; informally talk with students and staff</td>
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<tr>
<td>1:00–2:30 PM</td>
<td>Gathering of Evidence: class visits, etc.</td>
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<tr>
<td>2:30–4:30 PM</td>
<td>Meeting with Focus Group(s) for 1-½ to 2 hours (at least two VC per Focus Group meeting) [Suggestion: Possibly have the Curriculum and Instruction Focus Groups on first day and have Assessment on second day plus possibly another Focus Group]</td>
</tr>
<tr>
<td>4:30–7:00 PM</td>
<td>VC debrief/discussion and writing individually or in pairs</td>
</tr>
<tr>
<td>7:00–8:00 PM</td>
<td>Dinner/Discussion of Findings (VC alone — may order food and keep working at school)</td>
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<tr>
<td>8:00 PM</td>
<td>Discussion of findings continued and individual/paired work on written summaries</td>
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**Second Day**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>7:15–8:00 AM</td>
<td>Meeting with Leadership Team (VC reps.)</td>
</tr>
<tr>
<td>8:00–8:30 AM</td>
<td>Meeting with principal and VC chair (possibly other VC)</td>
</tr>
<tr>
<td>8:00–11:45 AM</td>
<td>Meetings with subject area staff, counselors, support staff, classified staff, and administration (Suggestions: 45 minute meetings with VC reps; subject areas may be clustered)</td>
</tr>
<tr>
<td>11:45 AM–12:00 PM</td>
<td>Brief Meeting of VC</td>
</tr>
<tr>
<td>12:00–1:00 PM</td>
<td>Lunch in the school cafeteria; informal contact with student and staff</td>
</tr>
<tr>
<td>1:00–2:30 PM</td>
<td>Meeting with Ad Hoc student group (VC reps for 45 minutes)</td>
</tr>
<tr>
<td>1:30–2:30 PM</td>
<td>District meeting at the school site (VC chair and reps.)</td>
</tr>
<tr>
<td>2:30–4:30 PM</td>
<td>Meeting with Focus Group(s) for 1-1/2 to 2 hours (at least two VC per Focus Group meeting)</td>
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</table>
4:30–7:00 PM  VC debrief/discussion and writing individually or in pairs; identification of schoolwide strengths and critical areas for follow-up

7:00 PM–  Dinner (VC alone) and work on draft report

Third Day

(Check out of hotel prior to departing for school)

7:15–8:00 AM  Meeting with Leadership Team (total VC)

8:00–8:30 AM  Meeting with principal and VC chair

8:00–11:00 AM  Completion of draft report, contacting school staff as needed

11:00 AM–1:00 PM  Meeting with the Leadership Team and others invited by the school to discuss/clarify findings of visit and the VC report — ALL Leadership Team members have copy of draft VC report

1:00–3:00 PM  Closure on issues raised in the earlier session discussing the draft VC report; the VC may revise the report as a result of this meeting; the final draft of the report is completed during this session

3:00–3:30 PM  Oral Report to staff/stakeholders using a PowerPoint presentation; the principal is encouraged to invite representatives of students, classified staff, and community to attend

3:30–4:00 PM  Final draft of report left with principal; departure of VC
Visiting Committee Report Format

Title Page
- School Name
- City
- Dates of Visit
- Names and Titles of Visiting Committee Members

Chapter I: Student/Community Profile
Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school
- School’s analysis of student achievement data (e.g., CAHSEE, AYP, API, AP, college SAT, graduation rates, and Program Improvement status)
- Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students)
- Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes

⇒ Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.

- Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile.

Chapter II: Progress Report (2 pages)
Since the last self-study:

- Comment on the school’s major changes and follow-up process
- Discuss how the school through its action plan has incorporated each of the critical areas for follow-up, including the impact on student learning.

Chapter III: Self-Study Process (1–2 pages)

- Include a copy of the school’s schoolwide learner outcomes.
- Comment on the school’s self-study process with respect to the expected outcomes of the self-study.
  1. The involvement and collaboration of all staff and other stakeholders to support student achievement
  2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (note the selected schoolwide learner outcomes examined by the school)
  3. The gathering and analyzing of data about students and student achievement
  4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and WASC/CDE criteria
5. The alignment of a long-range action plan to the school’s areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

Chapter IV: Quality of the School’s Program

Part A: What Currently Exists (10–20 pages)

Based on the self-study and visiting committee findings, for each criterion in the following categories:

A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
B. Standards-based Student Learning: Curriculum
C. Standards-based Student Learning: Instruction
D. Standards-based Student Learning: Assessment and Accountability
E. School Culture and Support for Student Personal and Academic Growth.

- Summarize an analysis of what currently exists and its impact on student learning
- Highlight areas of strength (if any)
- Highlight the key issues (if any)
- List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

➔ Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the WASC Accreditation Status Determination Worksheet).

Part B: Schoolwide Strengths and Critical Areas for Follow-up (2 pages)

- Synthesize schoolwide areas of strengths and list numerically. Be sure that these can be documented by other sections of the report
- Synthesize schoolwide critical areas for follow-up and list numerically. Be sure that these can be documented by other sections of the report.
  - Confirm areas already identified by the school in the action plan sections
  - Confirm areas to be strengthened within the already identified areas
  - Identify any additional areas to be added to the action plan that have been identified by the visiting committee. This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.

Chapter V: Ongoing School Improvement (1–2 pages)

- Include a brief summary of the schoolwide action plan
- Comment on the following school improvement issues:
  - Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up
    - Do the action plan sections address the critical areas for follow-up?
    - Will the action plan steps enhance student learning?
    - Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., II/USP, technology plan, staff development plan)?
• Is the action plan feasible within existing resources?
• Is there sufficient commitment to the action plan, schoolwide and systemwide?
✓ Existing factors that will support school improvement
✓ Impediments to improvement that the school will need to overcome
✓ Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.
Accreditation Status Determination

The visiting committee will recommend an accreditation status which will be acted upon by the Accrediting Commission. WASC accreditation is an ongoing six-year cycle of quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and ongoing school improvement.

Current status options are: six-year accreditation status with a mid-cycle progress report; six-year accreditation status with a mid-cycle progress report and one-day visit; six-year accreditation with a mid-cycle progress report and two-day visit; one-year or two-year probationary accreditation with an in-depth progress report and two-day visit; or accreditation status withheld. The Commission reserves the right to grant additional conditions of accreditation other than those above. Such action will follow a Commission review of the visiting committee report.

Accreditation status will be based upon a school demonstrating the following:

1. The involvement and collaboration of stakeholders in the self-study that accomplishes the self-study outcomes
2. Acceptable progress by all students toward clearly defined schoolwide learner outcomes, academic standards, and other institutional and/or governing authority expectations
3. The defining of the school’s purpose through schoolwide learner outcomes and academic standards
4. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources that supports high achievement for all students
5. Standards-based Student Learning: Curriculum that supports high achievement for all students
6. Standards-based Student Learning: Instruction that supports high achievement for all students
7. Standards-based Student Learning: Assessment and Accountability that supports high achievement for all students
8. School Culture and Support for Student Personal and Academic Growth that supports high achievement for all students
9. The alignment of a long-range schoolwide action plan to the school’s areas of greatest need to support high achievement of all students
10. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement
11. The capacity to monitor and implement the schoolwide action plan.
Accreditation Status Recommendation

The Commission reserves the right to grant accreditation status other than those above, including a recommendation for a full self-study at any time. Such action will follow a Commission review of the Visiting Committee Report. In the event of a formal appeal, this document will be provided to the school’s chief administrator.

VISITING COMMITTEE MEMBERS

Type or print name

Signature

Committee Chair/person

Date
WASC Accreditation Cycle of Quality: A Focus on Learning

WASC accreditation is an ongoing six-year cycle of quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and ongoing school improvement. The school assesses its program and its impact on student learning with respect to the WASC criteria/indicators and other accreditation factors. Schools are expected to participate in self-study training provided by WASC throughout the 18 months prior to the full self-study visit. This self-study process culminates in the refinement of a 3–5 year schoolwide action plan. Throughout the cycle, a school is expected to address the schoolwide action plan and demonstrate evidence of acceptable student achievement and school improvement.

Using the WASC criteria, indicators, and other accreditation factors, the visiting committee will base its accreditation status recommendation on evidence contained in the self-study and encountered during the school visit indicating:

- The degree to which high achievement by all students is occurring
- The capacity of the school to implement, monitor, and accomplish the schoolwide action plan aligned to the areas of greatest need impacting student achievement
- The school’s position with respect to institutional and/or governing authority expectations.
Accreditation Status Explanation*

**Overall Question:** What accreditation status option best supports defined high-quality learning for all students and the school’s improvement needs?

**Six-Year Accreditation Status with a Mid-cycle Progress Report**

Based on the *WASC criteria, indicators, and other accreditation factors/rubrics*, this option is appropriate if there is compelling evidence that the school needs little, if any, additional support for high-quality student learning and the implementation, monitoring, and accomplishment of the schoolwide action plan, including addressing the identified critical areas for follow-up. The school is expected annually to report progress to its governing body and stakeholders, update the student/community profile, and refine its schoolwide action plan as needed.

The school will be required to submit a comprehensive mid-cycle progress report demonstrating that the school has:

- Addressed the critical areas for follow-up through the schoolwide action plan
- Made appropriate progress on the implementation of the schoolwide action plan
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

WASC will review the mid-cycle progress report to affirm the accreditation status and determine whether any additional reports, visits, or other conditions will be required.

**Six-Year Accreditation Status with a Mid-cycle Progress Report and One-Day Visit**

Based on the *WASC criteria, indicators, and other accreditation factors/rubrics*, this option is appropriate if there is compelling evidence that the school needs additional support in strengthening student achievement and the school’s program through the schoolwide action plan, including addressing the identified critical areas for follow-up. A *one-day visit* is recommended, based on the scope and seriousness of the issues and the size of the school. The school is expected to report annual progress to its governing body and stakeholders, update the student/community profile, and refine its schoolwide action plan as needed.

The school will be required to host a one-day visit after submitting a comprehensive mid-cycle progress report demonstrating that the school has:

- Addressed the critical areas for follow-up throughout the schoolwide action plan
- Made appropriate progress on the implementation of the schoolwide action plan
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

WASC will review the progress report and the results of the visit to affirm the accreditation status and determine whether any additional reports, visits, or other conditions will be required.

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* No changes have been made to the WASC initial visit process.
Six-Year Accreditation Status with a Mid-cycle Progress Report and Two-Day Visit

Based on the WASC criteria, indicators, and other accreditation factors/rubrics, this option is appropriate if there is compelling evidence that there needs to be more time spent at the mid-cycle in reviewing the schoolwide action plan progress in areas such as the analysis and use of student achievement data, the instructional program, the growth and development of the leadership and staff, governance, and resource allocation. A two-day visit is recommended, based on the scope and seriousness of the issues and the size of the school. The school is expected to report annual progress to its governing body and stakeholders, update the student/community profile, and refine its schoolwide action plan as needed.

The school will be required to host a two-day visit and submit a comprehensive mid-cycle progress report demonstrating that the school has:

- Addressed the critical areas for follow-up through the schoolwide action plan
- Made appropriate progress on implementation of the schoolwide action plan
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

WASC will review the progress report and the results of the visit to affirm the accreditation status and determine whether any additional reports, visits, or other conditions will be required.

One- or Two-Year Probationary Accreditation Status with an In-depth Progress Report and Two-Day Visit

Based on the WASC criteria, indicators, and other accreditation factors/rubrics, this option is appropriate if there is compelling evidence that the school deviates significantly from the WASC criteria in one or more critical areas and needs serious additional support, feedback, and encouragement in meeting the identified critical areas for follow-up in the visiting committee report. A one-year probationary status indicates there is a need for immediate attention and support. A two-year probationary status signifies the need for prompt attention and support, but more time may be needed to address the identified issue(s).

The school will be required to host a two-day visit in one or two years and submit an in-depth progress report demonstrating that the school has:

- Addressed the critical areas for follow-up in the schoolwide action plan
- Made appropriate progress on the implementation of the schoolwide action plan
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

After the probationary visit, the WASC Commission may grant one of the following:

- Continued probationary accreditation for one additional year of the accreditation cycle (applicable for one-year probationary accreditation only)
- Probation removed and accreditation status restored; the accreditation cycle continues with an in-depth progress report and two-day mid-cycle visit
- Accreditation withheld.
Accreditation Status Withheld
Based on the WASC criteria, indicators, and other accreditation factors/rubrics, this option is appropriate if there is compelling evidence that the school does not meet one or more of the WASC criteria and deviates significantly in critical areas that impact student learning and well-being, the school’s program, and/or supporting operations.

In order to be reinstated, the school must address the critical areas for follow-up identified by the visiting committee and update the self-study report to provide evidence of the progress made. WASC will then decide upon an appropriate time for a two-day reinstatement visit. The visit must occur within 12 to 18 months from the date of the original visit or the school will need to reapply for accreditation through the initial visit process.

After the reinstatement visit, the WASC Commission may grant one of the following:

- Accreditation status with annual in-depth progress reports and a full self-study within three years of reinstatement
- Accreditation status with an in-depth progress report and two-day visit in one year and a full self-study within three years of reinstatement
- Accreditation status withheld.

NOTE: The Commission reserves the right to grant accreditation status other than those above, including a recommendation for a full self-study at any time. Such action will follow a Commission review of the visiting committee report. In the event of a formal appeal, this document will be provided to the school’s chief administrator.
WASC Accreditation Status Timeline

**Self-Study**
- Six-Year Accreditation Granted
- Probationary Accreditation
- Accreditation Withheld
  - Reinstatement Visit (One- or three-year accreditation may be granted)
  - Accreditation Visit
  - Accreditation Visit (if needed)
  - Self-Study (New six-year cycle begins)

**Timeline**
- Year 1
- Year 2
- Year 3
  - Mid-cycle Report and One-Day Visit
  - Mid-cycle Report
  - Mid-cycle Report and Two-Day Visit
- Year 4
  - Special Progress Report and/or Visit (if needed)
- Year 5 [School Preparing Next Self-Study]
- Year 6
  - Next Self-Study
SAMPLE DOCUMENTATION AND JUSTIFICATION STATEMENT
FOR WASC/CDE JOINT PROCESS

[This form is to be used for California public schools only]

For proper processing, please complete the following information:

<table>
<thead>
<tr>
<th>Chair Name</th>
<th>Name and City of School Visited</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Chair’s Work Phone</th>
<th>Chair’s Home Phone</th>
<th>Alt. number during end of June (if applicable)</th>
</tr>
</thead>
</table>

Email address (if applicable)

Complete the narrative rationale for each factor. Check the box to the left of the rating that best fits the results of the self-study and the visit that was selected through visiting committee dialogue and consensus. [To check a box, double click on the box and select the “Checked” box value.]

- **Highly Effective**: The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school’s program and the school’s operation.

- **Effective**: The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school’s program, and the school’s operation.

- **Somewhat Effective**: The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school’s program, and the school’s operation.

- **Ineffective**: The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school’s program, and the school’s operation.

An accreditation status will be based upon a school demonstrating the following:

1. The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.

**Visiting Committee Rating:**

- [ ] Highly Effective
- [ ] Effective
- [ ] Somewhat Effective
- [ ] Ineffective

**Narrative Rationale:**
2. Acceptable progress by all students toward clearly defined schoolwide learner outcomes (critical learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: [ ] Highly Effective [ ] Effective [ ] Somewhat Effective [ ] Ineffective

Narrative Rationale:

3. Organization: Vision and Purpose that supports high achievement for all students. Defining of the school’s vision and purpose through schoolwide learner outcomes and academic standards. (A1)

Visiting Committee Rating: [ ] Highly Effective [ ] Effective [ ] Somewhat Effective [ ] Ineffective

Narrative Rationale:

4. Organization: Governance that supports high achievement for all students. (A2)

Visiting Committee Rating: [ ] Highly Effective [ ] Effective [ ] Somewhat Effective [ ] Ineffective

Narrative Rationale:
5. **Organization: Leadership and Staff that support high achievement for all students.** (A3)

   Visiting Committee Rating: □ Highly Effective □ Effective □ Somewhat Effective □ Ineffective

   Narrative Rationale:

6. **Organization: Leadership and Staff that support high achievement for all students.** (A4 & A5)

   Visiting Committee Rating: □ Highly Effective □ Effective □ Somewhat Effective □ Ineffective

   Narrative Rationale:

7. **Organization: Resources that support high achievement for all students.** (A6)

   Visiting Committee Rating: □ Highly Effective □ Effective □ Somewhat Effective □ Ineffective

   Narrative Rationale:
8. **Organization:** Resources that support high achievement for all students. *(A7 & A8)*
   (Charter Schools only)
   Visiting Committee Rating:  
   - [ ] Highly Effective  
   - [ ] Effective  
   - [ ] Somewhat Effective  
   - [ ] Ineffective  
   Narrative Rationale:

9. **Standards-based Student Learning:** Curriculum that supports high achievement for all students. *(B1)*
   Visiting Committee Rating:  
   - [ ] Highly Effective  
   - [ ] Effective  
   - [ ] Somewhat Effective  
   - [ ] Ineffective  
   Narrative Rationale:

10. **Standards-based Student Learning:** Curriculum that supports high achievement for all students. *(B2 & B3)*
    Visiting Committee Rating:  
    - [ ] Highly Effective  
    - [ ] Effective  
    - [ ] Somewhat Effective  
    - [ ] Ineffective  
    Narrative Rationale:
11. Standards-based Student Learning: Instruction that supports high achievement for all students. (C1)

   Visiting Committee Rating: □ Highly Effective □ Effective □ Somewhat Effective □ Ineffective

   Narrative Rationale:

12. Standards-based Student Learning: Instruction that supports high achievement for all students. (C2)

   Visiting Committee Rating: □ Highly Effective □ Effective □ Somewhat Effective □ Ineffective

   Narrative Rationale:

13. Standards-based Student Learning: Assessment and Accountability that support high achievement for all students. (D1 & D2)

   Visiting Committee Rating: □ Highly Effective □ Effective □ Somewhat Effective □ Ineffective

   Narrative Rationale:
14. **Standards-based Student Learning: Assessment and Accountability** that support high achievement for all students. (D3 & D4)

Visiting Committee Rating: □ Highly Effective  □ Effective  □ Somewhat Effective  □ Ineffective

Narrative Rationale:

15. School Culture and Support for Student Personal and Academic Growth that support high achievement for all students. (E1 & E2)

Visiting Committee Rating: □ Highly Effective  □ Effective  □ Somewhat Effective  □ Ineffective

Narrative Rationale:

16. School Culture and Support for Student Personal and Academic Growth that support high achievement for all students. (E3 & E4)

Visiting Committee Rating: □ Highly Effective  □ Effective  □ Somewhat Effective  □ Ineffective

Narrative Rationale:
17. The alignment of a long-range schoolwide action to the school’s areas of greatest need to support high achievement for all students.

Visiting Committee Rating: __ Highly Effective  __ Effective  __ Somewhat Effective  __ Ineffective

Narrative Rationale:

18. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: __ Highly Effective  __ Effective  __ Somewhat Effective  __ Ineffective

Narrative Rationale:

19. The capacity to implement and monitor the schoolwide action plan.

Visiting Committee Rating: __ Highly Effective  __ Effective  __ Somewhat Effective  __ Ineffective

Narrative Rationale:
Provide a brief narrative, which summarizes the visiting committee’s rationale for the recommended status: *(If there is an unresolved minority opinion please indicate and explain.)*

- Status options seriously considered
- List the reasons for the status recommended and provide compelling evidence that supports the Visiting Committee recommendation

In the comments reflect upon the following:
- The Visiting Committee’s discussion for each status option considered
- The degree to which students are learning
- Important identified strengths and growth areas
- The capacity of the school to implement and monitor the action plan.

**Status Options Considered**

**Accreditation Status Recommendation Rationale (provide compelling evidence):**

1.
2.
3.
4. ...
The Follow-up: Making Headway
School Self-Study Coordinator
Post-Visit Checklist

- Revise the Schoolwide Action Plan
- Send a copy of the revised Action Plan to WASC

- After the visit, the self-study coordinator (SC) and chief administrator meet immediately with the Leadership Team to review the visiting committee report and begin the follow-up process.

The Leadership Team coordinates the refining and implementation of the action steps for each section of the schoolwide action plan. The narrative suggestions and critical areas for follow-up left by the visiting committee should be integrated into the schoolwide action plan.

A copy of the modified action plan should be sent to WASC.

Some schools may continue to use the Schoolwide Focus Groups as “change agent” committees in the follow-up process. The Leadership Team involves the total staff in annual assessment of progress, including data analysis about student learning in relation to schoolwide learner outcomes and academic standards; this will result in modifications annually of the action plan, including annual Board approval. If the school annually reviews its plan and progress, the reports generated will comprise the major portion of the next self-study.

✓ Self-check questions

Has the modified schoolwide action plan been sent?

An electronic copy of the modified schoolwide action plan must be sent to the WASC office via email:

Accrediting Commission for Schools
533 Airport Boulevard, Suite 200
Burlingame, CA 94010
mail@acswasc.org

- The School Coordinator Checklists can be found on the WASC website.
WASC Accreditation Process: Ongoing Improvement

In preparation for the self-study every six years, the school should engage in an accreditation process that focuses on student learning and ongoing school improvement.

1. Annually update the student/community profile and discuss with all stakeholders.
2. Annually summarize progress on the schoolwide action plan sections, noting key evidence, and make any necessary modifications or refinements in the plan.
3. Periodically, review the schoolwide learner outcomes, the school vision, and mission.
4. Analyze and synthesize data that provides evidence of school progress, and complete a mid-cycle report for submission to WASC.
5. Potentially, host a one- or two-day review if the school was granted a six-year accreditation status. (Note: If a school received a one-year probationary status, the school prepares an in-depth progress report and hosts a two-day visit. The Commission then grants additional years of accreditation depending upon the progress made. Accreditation may also be withheld.)
6. In preparation for the next self-study (usually 18 months prior to the full self-study and visit), ensure that a) key staff members participate in WASC self-study training; and b) all stakeholders are knowledgeable of student achievement and other current data, and progress on all aspects of the action plan. Use the following information with stakeholders:
   a. The current, updated student/community profile, emphasizing student achievement, and other pertinent evidence noted during the annual progress reports on the action plan
   b. The operating schoolwide action plan
   c. Annual progress reports.
7. Based on the WASC/CDE criteria, involve stakeholders through Focus and Home Groups in the examination of the program using the information from the past years about student achievement and program changes (see #6). Gather and analyze any additional data/information needed.
8. Summarize important analytical findings for each criterion organized by categories.
9. Revise the schoolwide action plan to show what will be accomplished in detail for the following year and more broadly during the subsequent two years. Annually, the plan is refined based on progress made and impact on student learning.
10. Finalize the self-study report that will include:
   a. The current student/community profile, critical learner needs
   b. Vision, mission, and schoolwide learner outcomes
   c. Overall progress report since last full visit (or initial visit)
   d. Findings and supporting evidence
   e. Updated schoolwide action plan.
Self-Study Outcomes

Through the completion of the self-study process the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.

3. The analysis of data about students and student achievement.

4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria.

5. The alignment of a long-range action plan to the school’s areas of need; the capacity to implement and monitor the accomplishment of the plan.