

## ACS WASC CRITERIA GUIDE QUESTIONS

The accreditation process centers upon the school's analysis of student learning and the program for all students: examining the observable evidence to determine the degree of effectiveness for what exists based upon the criteria concepts and the schoolwide learner outcomes. Observable evidence includes analyzing results of what students are doing/producing, student interviews/observations, hard data/information, other interviews/observations, etc.

### CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

- A1. To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve high levels?

To what extent is the school's purpose supported by the governing board and the district LCAP further defined by schoolwide learner outcomes and the academic standards?

- A2. To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the schoolwide action plan and its relationship to the LCAP?

- A3. To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

- A4. To what extent do a qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

- A5. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

- A6. To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

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

Is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)? **[FOR CHARTER SCHOOLS ONLY]**

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## **CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

- B1. To what extent do 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?  
To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?
- B2. To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and to prepare them for the pursuit of their academic, personal, and career goals?

## **CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

- C1. To what extent are all students are involved in challenging and relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?
- C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications?

## **CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

- D1. To what extent does the school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?
- D2. To what extent do teachers employ a variety of formative and summative strategies to evaluate student learning?  
To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

## **CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

- E1. To what extent does the school leadership employ a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process?
- E2. To what extent is the school provide a) a safe, clean, and orderly place that nurtures learning and b) develop a culture that is characterized by trust, professionalism, high expectations for all students, and maintain a focus on continuous school improvement?
- E3. To what extent do all students receive appropriate academic support and multi-tiered interventions to help ensure school, college, and career success?  
To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school?