Focus on Learning

JOINT ACS WASC/CDE PROCESS GUIDE

ACS WASC/CALIFORNIA DEPARTMENT OF EDUCATION EDITION FOR ALL CALIFORNIA PUBLIC SCHOOLS, INCLUDING CHARTER SCHOOLS

2017 ACS WASC EDITION (EDITED FOR 2018–2019 SY VISITS)

ACCREDITING COMMISSION FOR SCHOOLS, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

www.acswasc.org

Focus on
Learning

ACS WASC/CALIFORNIA DEPARTMENT OF EDUCATION EDITION FOR ALL CALIFORNIA PUBLIC SCHOOLS, INCLUDING CHARTER SCHOOLS

Accrediting Commission for Schools
Western Association of Schools and Colleges
533 Airport Blvd., Suite 200
Burlingame, CA 94010

California Department of Education
1430 N Street
Sacramento, CA 95814

2017 ACS WASC EDITION (EDITED FOR 2018–2019 SY VISITS)

Foreword

This *Focus on Learning Joint ACS WASC/CDE Process Guide* celebrates the ongoing collaboration between the Accrediting Commission for Schools, Western Association of Schools and Colleges and the California Department of Education. The *Focus on Learning Joint Process ACS 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 sweeping overhaul of California's Accountability and Continuous Improvement System, ushered in with the 2013 passage of the Local Control Funding Formula (LCFF), is predicated on the goals of strengthening teaching and learning, and increasing the institutional capacity of schools, districts, and state agencies to continuously improve.

The new local, state, and federal accountability system uses a concise set of state and local indicators to demonstrate the progress of county offices of education, districts, and charter schools toward meeting the needs of their students.

By reporting performance on multiple measures that impact student performance across the eight LCFF priorities, the new accountability and continuous improvement system provides a more complete picture of what contributes to a positive educational experience for students. It also promotes equity by clearly identifying for district and school leaders, stakeholders, and the public any indicators where there are disparities among student groups. This ensures that disparities among student groups are highlighted. And, for districts and schools in need of additional assistance or intervention, the more complete picture of performance helps ensure that the additional resources and supports are focused on the areas where they are most needed and most likely to improve student outcomes.

The LCFF required the State Board of Education (SBE) to develop an accountability tool, known as the evaluation rubrics, to assist districts and schools to identify strengths, weaknesses, and areas in need of improvement across all LCFF priority areas. California's new accountability tool, now known as the California School Dashboard, incorporates performance data on multiple measures to provide parents, educators, and the public with a far more complete picture of how schools are meeting students' needs. The state and local measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English learner (EL) progress, suspension rates, and parent engagement.

This new multiple measures system replaces the former Academic Performance Index (API), which was based solely on testing results, and the federal requirement to calculate Adequate Yearly Progress (AYP). District and school performance in the ten LCFF priority areas are measured using a combination of state and local indicators: Basic Services and Conditions at schools (Priority 1); Implementation of State Academic Standards (Priority 2); Parent Engagement (Priority 3); Student Achievement (Priority 4); Student Engagement (Priority 5); School Climate (Priority 6); Access to a Broad Course of Study (Priority 7); Outcomes in a Broad Course of Study (Priority 8); and for county offices of education, Coordination of Services for Expelled Students (Priority 9); Coordination of Services for Foster Students (Priority 10).

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

- The integration of the Local Control Funding Formula's state priorities within the process and the California School Dashboard results

- The revision of the ACS 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 and is in alignment with the Local Control and Accountability Plan.

CONTENTS

The Visit

The Follow-up: Making Headway

Overview

Improving Student Learning

Self-Study

➢ Review progress on schoolwide action plan from previous self-study

➢ Refine Student/Community Profile

➢ Clarify schoolwide learner outcomes

➢ Identify critical student learning needs

➢ Analyze the quality of all students' learning, the programs and processes based on ACS 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 ACS WASC/CDE criteria and student learning data

Follow-Up

➢ Refine, implement, and monitor schoolwide action plan aligned with LCAP

➢ 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 ACS 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 Student Achievement that is aligned with the Local Control and Accountability Plan (LCAP) and developed through the 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 student groups, are accomplishing the schoolwide learner outcomes, identified critical student learning 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 ACS WASC criteria in relation to student achievement, and district goals, actions, and services described in the LCAP. 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 no later than 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.

ACS WASC Accreditation Cycle of Quality for Schools

The ACS WASC six-year cycle demonstrates the ongoing improvement cycle.
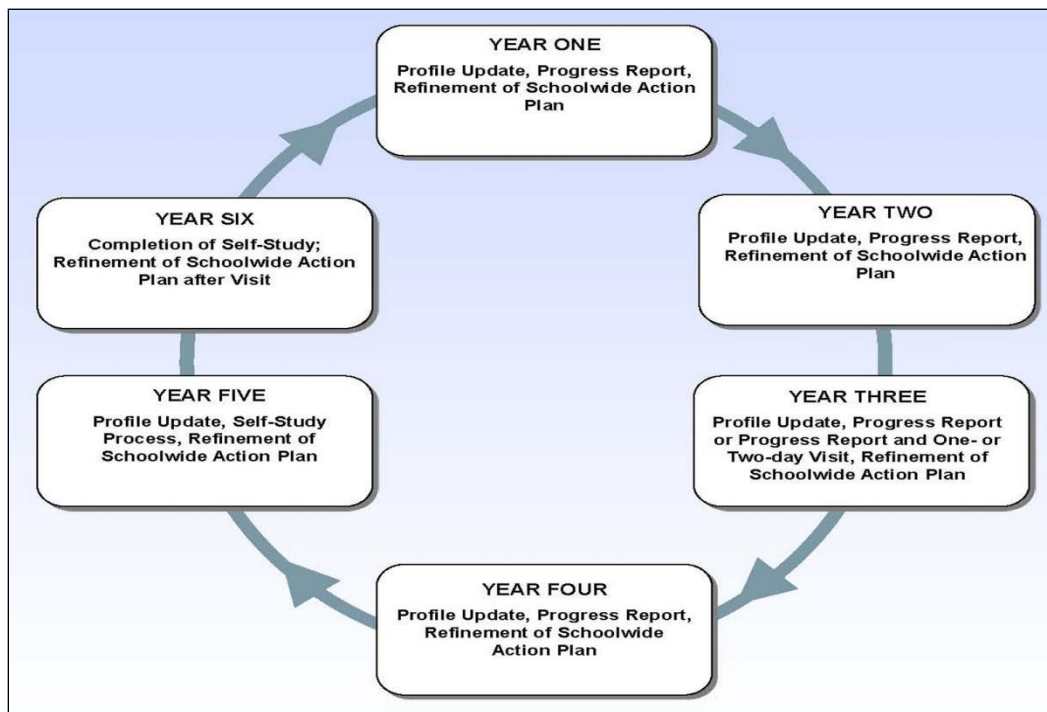
ACS WASC Accreditation Cycle of Quality

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/Design Elements

The ACS WASC accreditation principles, upon which these design elements are predicated, are embedded within the *Focus on Learning* (*FOL*) process and reflected in the ACS WASC Accreditation Cycle of Quality. These key design elements enable a school to demonstrate:

1. Accomplishment of its vision, mission, and schoolwide learner outcomes

2. High achievement of all students in relation to district goals, 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 student learning needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the ACS 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 and reflective of the district's goals for student success: 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 student learning 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 support the 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 standards in English, math, and science 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 student learning needs
2. Schoolwide learner outcomes
3. Formative and summative assessments of academic standards
4. Effectiveness of the program and operations based on ACS 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. Given the deep engagement of stakeholders in the annual LCAP revision process, the Leadership Team may include relevant findings from the district process as well. Through completing the self-study the school will have accomplished:

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 ACS 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 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, schoolwide learner outcomes, and quality of the school program based on the ACS WASC/CDE criteria. The Home Groups will share the results within the Focus Groups.

Within the Focus Groups, participants will analyze programs in relation to 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 student learning 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 provides 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 student learning needs, the schoolwide learner outcomes, academic standards, ACS WASC/CDE criteria, and alignment with the LCAP actions and services.

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 student learning 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, goal setting, and the goals of the LCAP.

ACS 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, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and 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 schoolwide learner outcomes, academic standards, and 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 LCAP.

Leadership: Empowerment and Continuous Planning and Monitoring

3. Based on student achievement data, 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. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Staff: Qualified and Professional Development

4. A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Resources

5. The human, material, physical, and financial resources are 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.

6. The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally

---

* Modified: 8/05 (Added Charter School criteria).

accepted practices, and ethical standards. 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]**

B. Standards-based Student Learning: Curriculum

Rigorous and Relevant Standards-based Curriculum

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

Access to the Curriculum

2. 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 are prepared for the pursuit of their academic, personal, and career goals.

C. Standards-based Student Learning: Instruction

Challenging and Relevant Learning Experiences

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

Student Engagement

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.

D. Standards-based Student Learning: Assessment and Accountability

Using Assessment to Analyze and Report Student Progress

1. 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. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

Using Assessment to Monitor and Modify Learning in the Classroom

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.

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

Parent and Community Engagement

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

School Environment

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, with a focus on continuous school improvement.

Personal and Academic Student Support

3. All students receive appropriate academic support and multi-tiered interventions to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school.

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 ACS 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 ACS WASC Commission within the ACS 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 student learning 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.

ACS WASC/CDE Criteria, Indicators, and Prompts

ACS 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 ACS WASC criteria. **Prompts** are analytical questions that help guide the analysis, examination, and evaluation of the school in relation to the ACS WASC criteria and indicators; this results in specific findings supported by evidence and the determination of strengths and growth areas.

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 ACS 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.

Lexile and Quartile Measures

Lexile and quartile measures are designed to measure student reading and math performances and instructional materials on the same scale. Smarter Balanced Assessments use these measures in the development of test items and tasks. The Lexile Framework matches student reading abilities with text complexity and the Quartile Framework measures math ability with the complexity of math skills and concepts in learning resources.

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 student learning needs), academic standards, and ACS 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 Outcomes

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.

The Self-Study:
Background Information

ACS 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, including status and change goals of the California School Dashboard results for schools and student groups, that provides evidence of school progress, and complete a mid-cycle report for submission to ACS WASC.

5. Potentially, host a one- or two-day mid-cycle review if the school was granted a six-year accreditation status. (**Note**: If a school received a one- or two-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 visit), ensure that a) key staff members participate in ACS 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 ACS 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 student learning 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 ACS 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 ACS 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 ACS 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 student learning needs and their relationship to the schoolwide learner outcomes, strategies to gather and analyze evidence related to student learning and the ACS 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 student learning 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, ACS 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

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, the California Assessment of Student Performance and Progress (CAASPP) system, the California School Dashboard results, and assigned criteria

f. The extreme importance of all committee members understanding the use of the schoolwide learner outcomes, academic standards, the California Assessment of Student Performance and Progress (CAASPP) system, the California School Dashboard results, and assigned criteria

g. 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

h. 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 135.

- The **School Self-Study Coordinator Post-Visit Checklist** can be found on page 183.
- The **School Coordinator Checklists** can be found on the ACS 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.

ACS 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 no later than 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?

ACS WASC/CDE FOL, Task 1 (Progress Report)

- Have the certificated staff members and other stakeholders discussed the profile and progress since the last full self-study or initial visit?
- 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?
- Did the progress report include the California School Dashboard data for student groups?
- Does the report show how each section impacted student accomplishment of the critical student learning 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?

ACS WASC/CDE FOL, Task 2 (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 to determine preliminary critical student learning needs?
- Has there been discussion of the relationship of the preliminary 2–3 critical student learning needs to the schoolwide learner outcomes, the district LCAP goals, actions and services, and college- and career-readiness indicators?
- 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?

ACS WASC/CDE FOL, Task 3 (Assessment of Program)

- Was the analysis of the school program done in relation to the accomplishment of the preliminary critical student learning 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 and how the evidence may have changed the identified critical student learning needs?
- 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?

ACS WASC/CDE FOL, Task 4 (Identification of Critical Student Learning Needs)

- Have all the certificated staff members and other stakeholders discussed the progress report, the profile, the draft summary of the data implications, the preliminary 2–3 critical student learning needs, and the findings from the Focus Groups using the matrixes?
- Has the school obtained input from all members of the school community as the implications and identification of the critical student learning needs are determined based on the data and progress?
- Has there been discussion of the relationship of the 2–3 critical student learning needs to the schoolwide learner outcomes, the district LCAP goals, actions and services, and college- and career-readiness indicators?
- Is there consensus on the identified critical student learning needs?

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

- Is the action plan organized around measurable growth targets and benchmarks for all appropriate student groups?
- 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?
- Does the action plan align with the district LCAP goals, actions, and services?
- 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 it as needed?

Model Timeline: Flow of Activities
— *Year Prior to Self-Study* —

November–February Activities	Participants	Product in Self-Study
Task 1: • Analyze and reflect upon schoolwide progress and the impact on student learning since the previous full self-study	– Leadership Team – All Stakeholders	Chapter I: Progress Report on schoolwide action plan, including integrated critical areas for follow-up
Task 2: • Refine the student/community profile based on the analyzed and disaggregated data; clarify the schoolwide learner outcomes and critical student learning needs	– Leadership Team – All Stakeholders	Chapter II: Student/Community Profile
February–June Activities and September–December or January Activities		
Task 3: • Analyze the quality of the school program in relation to the ACS WASC/CDE criteria with emphasis on the identified critical student learning needs and related schoolwide learner outcomes • Synthesize the information, determine strengths and growth needs, and identify potential action steps	– Focus Groups – Home Groups	Chapter III: Self-Study Findings • Notes/evidence for informational sharing between Home Groups and Focus Groups • Self-Study Report, Chapter IV, "Self-Study Findings" • Pertinent evidence available for review by visiting committee
Task 4: • Summary of Identified Critical Student Learning Needs based on Profile and Group Analysis and Findings	– Leadership Team and/or Student Profile Committee – All Stakeholders	Chapter IV: Summary of Identified Critical Student Learning Needs
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	– Leadership Team – All Stakeholders via Home and Focus Groups	Self-Study Report, Chapter V, "Schoolwide Action Plan"
February–April Ongoing Activities		
• The visit	– School/Visiting Committee	VC report
• No later than six weeks following the visit submit an updated action plan to ACS WASC incorporating critical areas for follow-up left by the visiting committee	– School	Updated action plan
• Implement and monitor the schoolwide action plan and its impact on student learning	– School	Ongoing progress reports for school and district

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 ACS 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: 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.

Comment on the original critical areas for follow-up not in the current plan.

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

- **Task 2**: Self-Study Report: Chapter II **"**Student/Community Profile—Data and Findings"

  Tell the story of your school through the use of data and information. This thorough examination of the school includes:

  - The history and background of the school

  - A description of the school programs

  - California School Dashboard performance indicators and other local measures

  - Examination of perceptual data, such as surveys

  - Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)

  - Provide a **brief summary** that includes:
    - Implications of the data
    - Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)
    - Important questions to be discussed in the Focus Groups.

- Include related profile materials in the appendices at the end of the report.

Chapter III: Self-Study Findings

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs

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, 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.

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

- Summarize the identified critical student learning needs based on profile and Focus Group findings.

Chapter V: Schoolwide Action Plan

A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.

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. Local Control and Accountability Plan (LCAP): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link

B. Results of student questionnaire/interviews

C. Results of parent/community questionnaire/interviews

D. The most recent California Healthy Kids Survey

E. Master schedule

F. Approved AP course list: https://apcourseaudit.epiconline.org/ledger/

G. UC a–g approved course list: https://doorways.ucop.edu/list/app/home/
H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID
I. California School Dashboard performance indicators
J. School accountability report card (SARC)
K. CBEDS school information form
L. Graduation requirements
M. Any pertinent additional data (or have on exhibit during the visit)
N. Budgetary information, including school budget
O. 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 A5, Resources
- Facilitate the entire analytical self-study process, including the data analysis and identification of the critical student learning needs
- Create and regularly 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 and/or LCAP staff or lead
- 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 ACS 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 data analysis person
- 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).

➔ **Note**: All certificate staff should be part of a Focus Group; however, there can be fewer representative staff members serving on the Organization Focus Group.

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 student learning needs, selected schoolwide learner outcomes, academic standards, other curricular references, and ACS 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 student learning needs, selected schoolwide learner outcomes, ACS 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 Learner staff

- Library Media Teacher/Technology 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 student learning needs, selected schoolwide learner outcomes, and ACS 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 student learning needs, selected schoolwide learner outcomes, and ACS 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)
- ACS 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 | College and Career Programs |
| 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.

MODEL PROCESS	Expected Outcomes of *Focus on Learning Joint Process ACS WASC/CDE*				
	1 Involvement of Stakeholders	2 Clarification of Learner Outcomes and Academic Standards	3 Analysis of Data about Students and Student Achievement	4 Assessment of Quality of School Program and Student Learning ACS WASC/CDE Criteria: - Vision & Purpose & Schoolwide Learner Outcomes - Curriculum - Instruction - Assessment & Accountability - Support - Culture - Organization for Student Learning	5 Alignment of Schoolwide Action Plan and Capacity to Implement and Monitor Process
Task 1 Analyze and reflect upon the school's progress and the impact on student learning since the previous full self-study.	✓				✓
Task 2 Refine the student/community profile based on the analyzed and disaggregated data; clarify the schoolwide learner outcomes and critical student learning needs.	✓	✓	✓		✓
Task 3 Evaluate the quality of the school program in relation to the ACS WASC/CDE criteria with emphasis on the identified critical student learning needs; synthesize the information, determine strengths and growth needs.	✓	✓	✓	✓	✓
Task 4 Summarize the Identified Critical Student Learning Needs based on Profile and Focus Group Analysis and Findings.	✓		✓		✓
Task 5 Revise the comprehensive schoolwide action plan, i.e., the Single Plan for Student Achievement. Define schoolwide growth targets. Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan.	✓	✓			✓

FOCUS ON LEARNING JOINT PROCESS ACS WASC/CDE
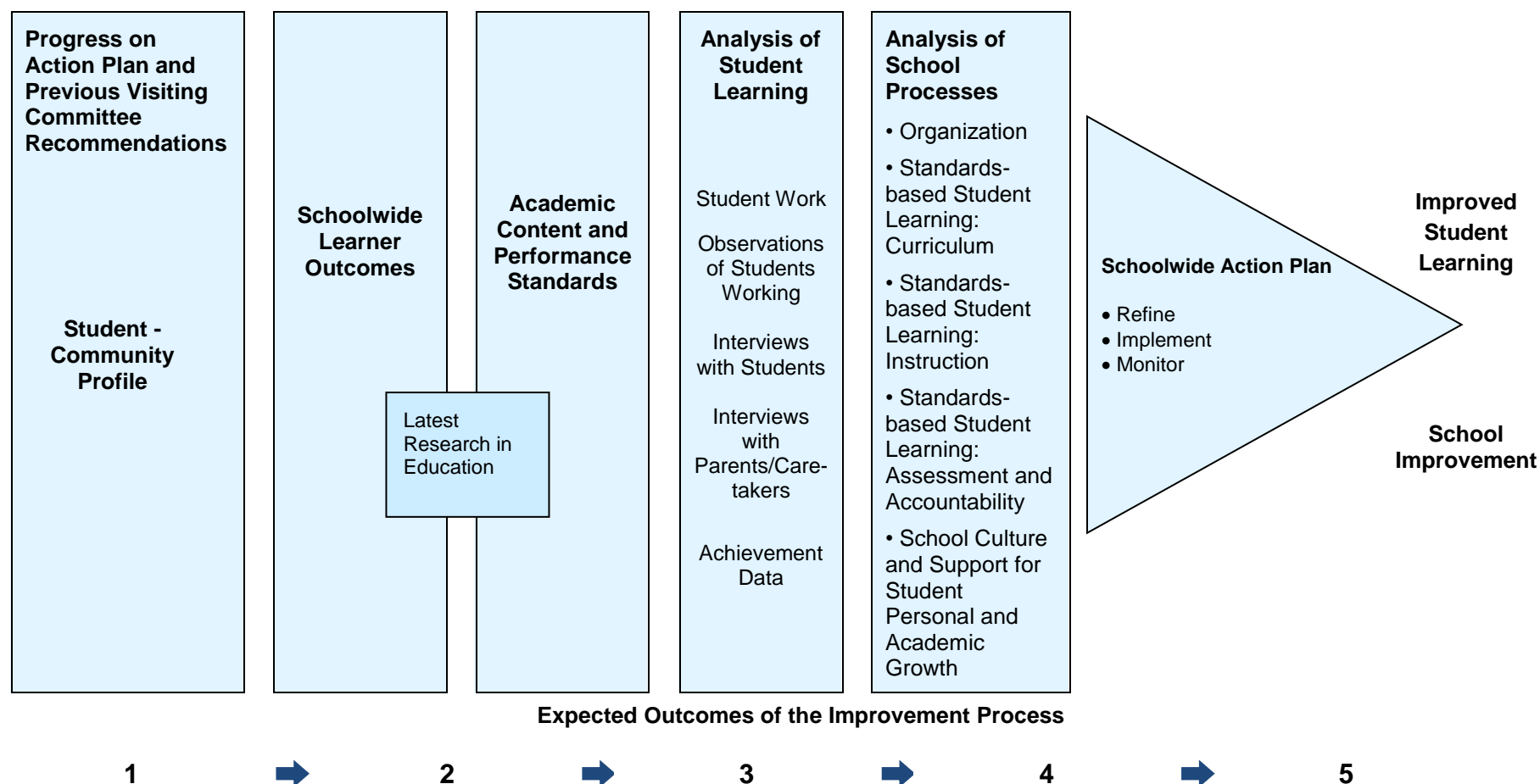
Progress on Action Plan and Previous Visiting Committee Recommendations

Student - Community Profile

Schoolwide Learner Outcomes

Latest Research in Education

Academic Content and Performance Standards

Analysis of Student Learning

Student Work

Observations of Students Working

Interviews with Students

Interviews with Parents/Care-takers

Achievement Data

Analysis of School Processes

• 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

Schoolwide Action Plan

• Refine
• Implement
• Monitor

Improved Student Learning

School Improvement

Expected Outcomes of the Improvement Process

1 ➡ **2** ➡ **3** ➡ **4** ➡ **5**

1	2	3	4	5
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 ACS 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.

Task 1: **Analyze and reflect upon the school's progress and the impact on student learning since the previous full self-study**

How well are all the students achieving?
Is the school doing everything possible to support high achievement of all its students?

Product

- Self-Study Report
  Chapter I: "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.

- Comment on the original critical areas for follow-up not in the current plan.

➔ **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 (SPSA) aligned with LCAP; this is the school's schoolwide action plan to which the ACS WASC critical areas for follow-up from the prior self-study and any other visit have been integrated.

   Comment on how the student/community profile and the annual progress reports, including the ACS 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. **Reflection, Analysis on Progress, Supporting Evidence, and 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 student learning 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*

- Have the certificated staff members and other stakeholders discussed the profile and progress since the last full self-study or initial visit?
- 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?
- Did the progress report include the California School Dashboard data for student groups?
- Does the report show how each section impacted student accomplishment of the critical student learning 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 2: Refine the student/community profile based on the analyzed and disaggregated data; clarify the schoolwide learner outcomes and critical student learning needs.

Who are our students?
What does the data tell us and not tell us?
What questions does it raise?

> ➔ **Note**: The purpose of this profile is to provide a source of basic data and information that is used by all stakeholders throughout the analysis of the school program and its impact on student learning. This data and information should be aligned with data within the school's Single Plan for Student Achievement (SPSA) and the district's Local Control Accountability Plan (LCAP).

Product

- **Task 2**: Self-Study Report: Chapter II **"**Student/Community Profile—Data and Findings"

  Tell the story of your school through the use of data and information. This thorough examination of the school includes:

  - The history and background of the school

  - A description of the school programs

  - California School Dashboard performance indicators and other local measures

  - Examination of perceptual data, such as surveys

  - Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)

  - Provide a **brief summary** that includes:

    o Implications of the data

    o Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)

    o Important questions to be discussed in the Focus Groups.

  See the related appendices in school report format on page 32.

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:

   Review the core values and beliefs, the vision, the mission, and existing schoolwide learner outcomes. Use the profile data and discuss the critical student learning 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.)

2. 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 and the Local Control and Accountability Plan. 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 and comments on the degree to which the students are achieving the schoolwide learner outcomes.

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 should be done in relation to the reflection and analysis of progress since the previous self-study (Task 1) and the ongoing dialogue with all certificated staff and other stakeholders throughout the self-study process (Tasks 3–5).

- What are the implications of the data with respect to student performance?
- Select two to three critical student learning 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 student learning needs and important questions will be used in the Home and Focus Group work.

4. Leadership Team, Certificated Staff, and Other Stakeholders:

a. **Discussion:** Disseminate the draft progress and profile reports (Chapters I and II) to all certificated staff and other stakeholders; hold group discussions based on the schoolwide learner outcomes, and current knowledge about critical student learning needs.

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. **Preliminary Insights**: Have the staff and other stakeholders generate from the discussion their preliminary overall implications, critical student learning needs, and potential important questions. This will be an important verification of the draft work done by the Leadership Team and Profile Committee on these areas.

Determine if there is agreement at this time on the identified critical student learning needs and important questions. Are there additions? How do these align to the district LCAP goals, actions, and services?

c. **Draft Summary**: Use the implications, critical student learning needs, and questions identified by the staff and additional Leadership/Profile Committee notes to finalize the *draft summa*ry.

d. **Use of Summary**: Have certificated staff and other stakeholders use the draft summary of the data implications, preliminary identified critical student learning needs, and the questions throughout the self-study process and include in the self-study report.

➔ **Note**: These preliminary critical student learning needs will be updated and modified based on the analysis of the school's program using the ACS WASC/CDE criteria and indicators. The profile and summary will be updated as additional data becomes available throughout the self-study process.

✓ *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 to determine preliminary critical student learning needs?

- Has there been discussion of the relationship of the preliminary 2–3 critical student learning needs to the schoolwide learner outcomes, the district LCAP goas, actions, and services, college- and career-readiness indicators?

- 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?

ACS WASC/CDE STUDENT/COMMUNITY PROFILE GUIDE

➜ **Note**: See the Appendices list on page 32.

A. General Background and History

1. 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.

2. Staff description: Number of certificated staff and classified staff, include number of qualified personnel for counseling and other pupil support services and substitutes. Provide data on the gender and ethnicity of the staff.

3. ACS WASC accreditation history for school
   a. School purpose, e.g., beliefs, vision, and mission, and schoolwide learner outcomes
   b. ACS WASC accreditation history
   c. New schools should also describe the process used to develop the schoolwide learner outcomes; other schools should comment on any revisions or refinements.

4. LCAP identified needs and description of goals, actions, and services that apply to the school:
   a. Describe how the parents and community gave input to the process
   b. State the identified needs and goals taken from the district LCAP that apply to the school
   c. State the metric that will measure progress toward obtaining the identified need

B. School Program Data

1. Briefly describe the regular program of study that all students experience.

2. Preparing students for college and careers is a major goal of education in California. Provide a succinct summary of the programs you offer students, some of which may be generic to the overall school program, and address the areas listed below for each program as applicable. Examples may include IB Diploma Program, college- and career-readiness programs and/or courses, school/college partnerships, AVID, partnership academies, CTE Pathways, and independent study and concurrent enrollment programs.
   a. Types of instruction and extended learning opportunities.
   b. Curriculum offered both onsite and outsourced.
   c. How courses support college and career preparedness and other goals.

    d. Support for equal access, academic and personal counseling, college and career preparation support, and health services, if applicable.

    e. Partnerships including business, industry, community and higher education.

3. Address the types of online instruction and programs provided for the students. These will be evaluated as an integral part of the school's program using the ACS WASC/CDE criteria and indicators.

4. Provide a succinct summary of the support and intervention programs, actions and services funded with supplemental and concentration funds, federal Title 1, Title II, and Title III and other federal funds. Describe how the district LCAP and the school's Single Plan are aligned for high need students: English Learner, low income, and foster youth students.

    a. English Learners – describe the school's programs, actions and services for integrated ELD instructional strategies in general education classrooms and how the school provides designated ELD instruction. Describe how the school considers student CELDT levels and reclassification priorities for program placement and support and how the English Learner Indicator data from the California School Dashboard helps inform program decisions. Comment on how Title III funds provide supplemental support.

    b. Low income/socio-economically disadvantaged students – describe the school's actions and services principally directed to meet the needs of low income students and how the data from the California School Dashboard helps inform program and support decisions. Comment on how Title I and/or Title II funds provide supplemental support and are cross-referenced in the Single Plan.

    c. Foster Youth – describe the coordinated actions and services provided to foster youth.

    d. Describe other local support and intervention programs, e.g., Migrant Education, Homeless education, and Indian education.

5. Services available for students designated with special learning needs.

C. Demographic Data:

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

1. Socioeconomic status of the school according to the district data collections

    a. Parent education level

    b. Percent of eligible Free and Reduced Lunch students

2. Student 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- and career-readiness, IB, AP, Honors, AVID, GATE).

3. Language Proficiency Numbers for the following:

    a.   English learners (EL)

    b.   Fluent — English proficient (FEP)

    c.   Redesignated FEP (R-FEP)

    d.   English Language Proficiency Assessments for California (ELPAC).

D. Data on Addressing the Eight State Priorities:

Provide information from the LCFF State Indicators Evaluation Rubric for state and local indicators. Also include any additional local indicators the district uses for any of the state priorities.

Analyze the findings, including trends, irregular patterns or anomalies for the data areas from the LCFF rubrics and other local measures.

➔ **Note**: Data should be disaggregated to reflect the achievement of all significant student groups, including EL, high priority, foster youth, and Special Education. Three years of data, if possible, should be included.

1. LCFF Priority 1 – Basics (Teachers, Instructional Materials, Facilities)

    a.   The degree to which teachers are appropriately assigned pursuant to Education Code and fully credentialed in the subject areas and for the pupils they are teaching.

    b.   Additional qualifications for staff may include:

        1.   Number of National Board Certified Teachers

        2.   Percent of teachers instructing outside credentialed areas and include an explanation

        3.   Number of teachers with Short Term Staff Permits and Provisional Instructional Permits

        4.   Number of teachers enrolled and progressing successfully in an intern program

        5.   Number with advanced degrees

        6.   Years of educational service within the district and total number of years in education

        7.   Specialized training/intern programs

        8.   Professional development programs/activities and numbers participating (e.g., training in content areas or in instructional approaches, departmental activities, university programs), content of staff development and numbers participating (e.g., programs, activities and numbers) [provide in chart format]

        9.   Gender and ethnicity of staff

      10. Number and assignment of paraprofessionals who meet the requirements of

the Every Student Succeeds Act (ESSA).

c. Pupils have access to standards-aligned instructional materials

Comment on the process that your district has used to verify the use of standards-aligned materials. Include the resolution that your Board of Trustees has adopted to verify the use of standards-aligned materials.

d. School facilities are maintained in good repair — description and evidence of the safety conditions, cleanliness, and adequacy of school facilities [Priority 1]; include information regarding science facilities meeting the UC a–g course requirements for laboratory time, chemical storage, and facilities.

2. **LCFF Priority 2 – Implementation of Academic Standards**

The degree to which the school has implemented academic, content, and performance standards. Comment on the process the district and school has used to examine, align, and assess curriculum for the student content standards.

3. **LCFF Priority 3 – Parent Engagement**

Describe efforts to seek parent involvement and input in school decision-making.

4. **LCFF Priority 4 – Performance on Standardized Tests**

a. Results from the California Assessment of Student Performance and Progress (CAASPP): Include participation rates, disaggregated data by student groups, and performance categories and explanations from the use of the California School Dashboard results.

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

c. Advanced placement and International Baccalaureate test results, including the number of students enrolled in AP and IB courses, the percentages taking the exams and the percentage of students passing exams. Identify the person responsible for maintaining course approval.

d. English Learner Proficiency, including performance on EL indicator from the California School Dashboard and other relevant data:

1. Percent of English Learners who become English and math proficient: California English Language Development Test (CELDT) assessment results, including the number and percent of students at each proficiency level.

2. English learner reclassification rate: Long Term English Learners (LTELs) are included in this data.

3. English Language Proficiency Assessments for California (ELPAC) results when available.

e. Other Local Assessments

1. 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 or 860 lexile score and

performing below the 7th grade level in math; formative curriculum-embedded assessments. [Lexile and quartile measures are designed to measure student reading and math performances and instructional materials on the same scale. Smarter Balanced Assessments use these measures in the development of test items and tasks. The Lexile Framework matches student reading abilities with text complexity and the Quartile Framework measures math ability with the complexity of math skills and concepts in learning resources.]

2. Other assessments/placement tests used by the school to diagnose and place students.

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

4. Other relevant local measures related to LCAP goals and priorities.

5. LCFF Priority 5 – Pupil Engagement

a. Graduation rate: performance category on the California School Dashboard

b. Chronic absenteeism: performance category on the California School Dashboard

c. Dropout rate for middle and high school

d. Tardiness rate

e. Average daily rate of attendance

f. Other local survey data.

6. LCFF Priority 6 – School Climate

a. Suspension rate: performance category on the California School Dashboard

b. California Healthy Kids Survey or other School Conditions and Climate Surveys

c. Expulsion rate

d. Discipline referrals

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

f. Other local measures including crimes statistics, and surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

7. LCFF Priority 7 – Access to a Broad Course of Study

a. Provide current information on students who are career and/or college ready (CCI) as reflected in the CCI indicator on the California School Dashboard or other local measures

b. Number of students meeting UC a–g requirements; the number enrolled in the UC approved courses. Identify the person responsible for maintaining course approval

8. LCFF Priority 8 – Other Pupil Outcomes

a. District policies/school financial support Expenditures per pupil. Monies from other funding sources, e.g., Title I, grants, foundations.

b. Other pupil outcomes as described in Education Code or by local districts.

9. LCFF Priorities 9 and 10 (County Office Schools only)

a. Describe what services are provided for Foster Youth students and students placed in programs that serve expelled students.

E. Schoolwide Learner Outcomes

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

Note: Additional data may be added after the work of the Home and Focus Groups is completed.

F. Perception Data

G. Results of interviews, surveys, etc. about how stakeholders view the school (students, parents, staff, community). This includes the California Healthy Kids Survey or other School Conditions and Climate Surveys.

Task 3: **Evaluate the quality of the school program in relation to the ACS WASC/CDE criteria with emphasis on the identified critical student learning needs; synthesize the information, determine strengths and growth needs**

Product

- Self-Study Report
  Chapter III: "Self-Study Findings"

For each category of criteria include:

1. A summary of the degree to which the criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs

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, 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 does 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 professional learning communities, other data groups or vertical areas of emphasis. Notes or summaries from Home Groups that included the analysis of student work based on the critical student learning needs will be used by Focus Groups. Focus Groups are organized around the ACS WASC/CDE criteria categories and concentrate on the analysis of the school program, emphasizing the critical student learning 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 student learning 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 student learning needs. These criteria will be used to evaluate the school program in relation to the school's vision, mission, schoolwide learner outcomes, and critical student learning 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 drafts for Chapters I and II (progress report, profile and draft summary on data implications, the preliminary 2-3 critical student learning 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 student learning 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 student learning needs?**

3. **Home Groups**:

   Gather and analyze the data and information that is needed by the Focus Groups, including examining of student work, 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 student learning needs, related schoolwide learner outcomes, and academic standards. Then examine the school program in relation to the ACS

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 A5, Resources [A6 for Charter Schools only].)

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 ACS WASC/CDE criteria/indicators/ prompts, especially in relation to the identified critical student learning 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 ACS 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 student learning 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 preliminary critical student learning 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 and how the evidence may have changed the identified critical student learning needs?
- 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?

Task 4: Summary of Identified Critical Student Learning Needs based on Profile and Focus Group Analysis and Findings

Based on the discussion, analysis and evaluation of the school program through the Home and Focus Group work, what are the critical student learning needs?

Product

- Task 4: Self-Study Report: Chapter IV: Summary of Identified Critical Student Learning Needs based on Profile and Focus Group Findings

Participants

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

Procedures

Leadership Team and Stakeholders:

a. Review the portion of Chapter II on the summary of the data implications, the preliminary 2–3 critical student learning needs and the Focus Group summaries.

b. 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.

c. Use this list of strengths and prioritized growth areas from all five categories and cluster them into major themes or strands that can facilitate the discussion of the confirmation of the critical student learning needs.

d. Share this information with all stakeholders through the Focus Groups as discussion occurs on this identification.

e. Discuss how this informs or modifies the identification of the critical student learning needs that need to be addressed.

f. Note other insights as the school leadership updates its current plan with input ad discussion from all stakeholders, especially through the Focus Groups (Task 5).

e. Determine if there is agreement on the identified critical student learning needs. Are there additions or changes? How do these align with the district LCAP actions and services?

➔ **Note**: The Focus and Home Groups have used the progress report, the profile, and especially the draft summary data related to the identified critical student learning 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 all the certificated staff members and other stakeholders discussed the progress report, the profile, the draft summary of the data implications, the preliminary 2–3 critical student learning needs, and the findings from the Focus Groups using the matrixes?

- Has the school obtained input from all members of the school community as the implications and identification of the critical student learning needs are determined based on the data, including the California School Dashboard results for student groups, and progress?

- Has there been discussion of the relationship of the 2–3 critical student learning needs to the schoolwide learner outcomes, the district LCAP goals, actions and services, and college- and career-readiness indicators?

- Is there consensus on the identified critical student learning needs?

Task 5: Revise the comprehensive schoolwide action plan; define schoolwide and student group growth targets; review and revise as necessary the established ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan

➔ **Note**: The product is a revised Single 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 https://www.cde.ca.gov/sp/sw/t1/singleplan.asp, *Single Plan for Student Achievement,* including a suggested template but the format is a local decision. The Single Plan for Student Achievement should be aligned to the LCAP.

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 student learning needs and schoolwide learner outcomes
- Measurable ways of assessing progress, including student achievement of the critical student learning 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. Include 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 learner outcomes.

C. Comment on how the Single Schoolwide Action Plan (the school's action plan) aligns with goals, actions, and services of the district LCAP. If there is dissonance between the two plans, explain what process or follow-up will occur to resolve differences.

D. Describe the school's overall follow-up process for ongoing improvement.

> ➔ **Note**: **the SC submits the self-study report after final Leadership Team review.**
>
> **The SC distributes the report electronically to the following people/organizations no later than six weeks prior to the visit:**
>
> - **The visiting committee members**
> - **Staff members and other stakeholders.**
>
> **In addition:**
>
> - **The SC submits the self-study report to ACS WASC in a single pdf or Word document (reference and support materials are not required) using the Document Upload link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/.**

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 (prepared for Task 4).

3. Use these matrices and the identified major theme.

4. Review the current schoolwide action plan (e.g., Single Plan for Student Achievement) and district LCAP 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 student learning need and related schoolwide learner outcome(s). These growth targets should address groups of students as appropriate.

8. Gather feedback, gain consensus, and ensure commitment of all groups.

9. Make any additional modifications. Revise the plan. Obtain all required approvals.

10. Modify, if necessary, the process to monitor student learning based on the critical student learning 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 measurable growth targets and benchmarks for all appropriate student groups?

- 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?

- Does the action plan align with the district LCAP?

- 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, parts of the district LCAP that apply, 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.

ACS WASC SUGGESTED COMPONENTS	SINGLE PLAN FOR STUDENT ACHIEVEMENT COMPONENTS
District and school student-focused goals	District and school student-focused goals
Link to schoolwide learner outcomes	Link to LCAP goals and learner outcomes
Rationale based on data analysis	Rationale based on data analysis
Actions and services for all students, including Focus Students	Actions and services for all students, including focus students
Ways of assessing student achievement	Ways of assessing student achievement
Process for monitoring and evaluating implementation and impact on student learning	Process for monitoring and evaluating implementation and impact on student learning
Actions, strategies, and services	Actions, strategies, and services
Who is responsible/involved	Who is responsible/involved
Timeline	Timeline
Resources and proposed expenditures	Resources and proposed expenditures

ACS WASC/CDE Tools:
Criteria with Indicators, Evidence to Analyze and Examine, and Prompts

ACS 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 student learning needs*.

A Self-Study Report template is available and can be found on the ACS WASC website in Microsoft Word or Google Drive documents. The Tools section of this manual correlates directly to Chapter IV of the Self-Study report.

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 ACS WASC and CDE to ensure an effective, efficient, and relevant improvement process for schools. Indicators have been provided 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. 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.

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

To accomplish this, use these basic directions (**Task 3**):

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

1. Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.

2. Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the **findings and evidence**.

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

3. Support responses with analyzed, observable evidence. (See the list of suggested evidence to analyze.)

➔ **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. The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter III of the Self-Study report.

- At the end of each category, provide an overall **summary** that includes comments about the school's ability to address one or more of the identified **critical student learning needs**

- Develop a list of aligned **strengths and growth areas** for each category of ACS WASC/CDE criteria (Categories A–E).

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

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

A1. Vision and Purpose Criterion

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

> **Online Programs: iNACOL Standard A: Mission Statement**: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. 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, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. 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.*

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
- The district LCAP
- National, state, and international educational issues, trends, and data
- List of stakeholder groups who 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 identified evidence.

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and 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 Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

A2.1. 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.*

Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.
A2.2. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Areas to Analyze and Examine

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

- Degree of parent participation in the school's governance
- 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- and career-readiness
- The nature and extent of the school community's understanding of the governing board's role including the annual determination of the Local Control and Accountability Plan
- The relationship between the duties of the governing board and the responsibilities of the professional staff
- The postings and the frequency and regularity of board meetings
- 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 identified evidence

A3. Leadership: Empowerment and Continuous Planning and Improvement Criterion

Based on student achievement data, 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. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration?*

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 to which the actions of the leadership are directly linked to student achievement of the academic standards and the schoolwide learner outcomes; cite examples

- The degree of correlation between the Single Plan for Student Achievement, the LCAP, and analysis of student achievement of the critical student learning 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

- The structures for internal communications and resolving differences

- The leadership's processes and procedures for involving staff in collaboration, 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

- Evidence of student involvement in developing action plans

- Other identified evidence.

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.2. Prompt: *Evaluate the system used to communicate 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.*

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. 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.

A4.3. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

A4.3. 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.*

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

A4.4. 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?*

Areas to Analyze and Examine

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

- Administrator and faculty written policies, charts, and handbooks that define responsibilities and relationships
- Strategies for team building used at 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
- 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
- Documents that list connection of professional development activities and student learning
- Other identified evidence.

A5. 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) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

> **Online Programs: iNACOL Standard G: Financial and Material Resources**: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine 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

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. 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

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt*: Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and technology, such as technology tools and software, the support systems for technology, software, textbooks, other resources and materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

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 student learning needs, student needs identified on the district's LCAP, 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, library media resources, manipulatives, 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 student learning needs, academic standards, and schoolwide learner outcomes

- How district resources are being applied to students accomplishing the critical student learning needs, academic standards, and schoolwide learner outcomes

- The procedures for regular examination of the long-range plan to ensure all students are achieving the critical student learning needs, the goals, actions, and services in the LCAP, schoolwide learner outcomes, and the academic standards
- The involvement of the school's stakeholders in long-range planning
- Other identified evidence.

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. 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 and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (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.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. 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.*

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Adequate Compensation, Staffing, Reserves

A6.5. 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.

A6.5. 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

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. 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.*

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. 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.*

Areas to Analyze and Examine

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

- 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
- The long-range financial (and other resources) plan which is regularly reviewed and linked to the school's vision, mission, critical student learning 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 student learning 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"
- 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 identified evidence.

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical student learning needs)

Prioritize the areas of strength and growth for Category A.

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

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

Category B:
Standards-based Student Learning: Curriculum

B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which 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, meet or exceed graduation requirements, and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

B1.2. 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

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment 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.

B1.4. 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.*

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, 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.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

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
- AP and IB course approval documentation
- 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
- Processes which exist for articulation among and between levels, departments, or clusters
- Efforts being made to articulate with K-8 feeder 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 identified evidence.

B2. Access to Curriculum Criterion

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 are prepared for the pursuit of their academic, personal, and career goals.

> **Online Programs: iNACOL Standard H: Equity and Access**: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and 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.*

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

B2.2. 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.*

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

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 and 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
- 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
- Extent to which the school's educational program maintains the flexibility to accommodate changes in student interests and areas of career exploration
- Other identified evidence.

ACS WASC Category B. Standards-based Student Learning: Curriculum:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical student learning needs)

Prioritize the areas of strength and growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

Category C:
Standards-based Student Learning: Instruction

C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

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

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt*: Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

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 schoolwide learner outcomes and the academic standards; examples of students' working include: 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 schoolwide learner outcomes, academic standards, 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 identified evidence.

C2. Student Engagement 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.

> **Online Programs: iNACOL Standard K: Instruction**: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

C2.3. 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.*

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence 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.*

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. 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

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

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 schoolwide learner outcomes and academic standards

- 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 databases, 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 identified evidence.

ACS WASC Category C. Standards-based Student Learning: Instruction:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical student learning needs)

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

Category C: Standards-based Student Learning: Instruction: Areas of Growth

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

D. Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

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. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

D1.3. 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 of state and local assessments are used in decisions about student achievement and advancement.

Assessment of Program Areas

D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Schoolwide Modifications Based on Assessment Results

D1.5. 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.

D1.5. 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.*

D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D1.6. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and*

homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Areas to Analyze and Examine

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

- Means by which student progress toward achieving the schoolwide learner outcomes and academic standards 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

- 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 review process about student progress

- 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 identified evidence.

D2. Using Assessment to Monitor and Modify Learning in the Classroom 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.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

D2.1. 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.*

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. 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 and monitoring of student progress based on teacher and student feedback.*

Areas to Analyze and Examine

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 schoolwide learner outcomes and academic standards is monitored
- Notes from meetings during which discussions of student progress occur, including lists of participants
- Analysis of student work to determine achievement of schoolwide learner outcomes and academic standards, including those students with special needs
- 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 review process about student progress
- 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 identified evidence.

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical student learning needs)

Prioritize the areas of strength and growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

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

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

E1. Parent and Community Engagement Criterion

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

> **Online Programs: iNACOL Standard Q: Parents/Guardians**: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. 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

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

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 identified evidence.

E2. School Environment 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, with a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

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 identified evidence.

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and multi-tiered interventions to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

> **Online Programs: iNACOL Standard N: Organizational Support**: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

> **Online Programs: iNACOL Standard O: Guidance Services**: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's academic and personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

E3.1. 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.*

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

E3.2. 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 – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

E3.3. 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.*

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt*: Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. 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.*

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, 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 identified evidence.

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical student learning needs)

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

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

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 an 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 electronic 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 ensures all appropriate people/organizations have a copy no later than six weeks prior to the visit:

   - The visiting committee members
   - Staff members and other stakeholders

> - The SC submits the self-study report to ACS WASC in a single pdf or Word document (reference and support materials are not required) using the **Document Upload** link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/.

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 ACS 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.

✓ *Self-Check Questions*

- **Have the visiting committee visit arrangements been made?**

- **Have any needed reimbursement issues been resolved?**

---

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 electronic copies of the final visiting committee report to all stakeholder groups.**

✓ *Self-Check Question*

Has the final visiting committee report and supporting evidence 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?

No later than six weeks following the visit, the school should send:

* An electronic copy of the **modified action plan** to the ACS WASC Office in a single pdf or Word document using the Document Upload link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/.
* Copies to all stakeholder groups.

* The **School Self-Study Coordinator Post-Visit Checklist** can be found on page 183.

* The **School Coordinator Checklists** can be found on the ACS WASC website.

Visiting Committee Chairperson Checklist

Previsit Preparation

___1. Attend ACS WASC chair training.

___2. Study the school description, the ACS 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 ACS 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 ACS 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), Local Control and Accountability Plan (LCAP), prior pertinent reports, view website, CDE data, etc. (Examples of reports include prior self-study and mid-cycle and revisit reports, previous action plans, 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 student learning needs, and

progress report, one or more Focus Group summaries, and draft of the updated schoolwide action plan. Ensure that the critical student learning 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 no later than 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 student learning 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 critical student learning 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 student learning 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 student learning 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 ACS 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 groups?

- ○ 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?
- ○ Is the plan aligned with the Local Control and Accountability Plan (LCAP)?
- ○ 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 ACS WASC/CDE criteria
  - – A linkage to identified critical student learning 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 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

    b. Progress on the report

    c. 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.

    d. 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 student learning 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 ACS 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 ACS WASC/CDE criteria, the school's critical student learning 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 ACS 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 ACS 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 ACS 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 ACS 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 ACS 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 ACS WASC forms: the "Accreditation Status Recommendation" and the "Documentation and Justification Statement" for the Commission and send to ACS WASC.

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

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

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

___5. Send the appropriate letters of appreciation.

___6. Follow-up on any outstanding reimbursement payment yet to be received. Contact the ACS WASC Business 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 ACS 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 ACS WASC member training.

___3. Study the school description, the *ACS 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 ACS 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 ACS 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 student learning 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 student learning needs, schoolwide learner outcomes, 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 student learning 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 student learning 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. *ACS 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 ACS 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 ACS WASC/CDE accreditation status factor. Individually make decisions regarding the quality of the school's educational program with respect to the ACS 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 ACS 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

12:00–1:00 PM	Lunch in school cafeteria; informally talk with students and staff
1:00–2:30 PM	Gathering of Evidence: class visits, etc.
2:30–4:30 PM	Meeting with Focus Group(s) for 1-½ to 2 hours (at least two VC per Focus Group meeting) [Suggestion: Meet with the Curriculum, Instruction, and Assessment and Accountability Focus Groups on the first day. On the second day meet with the Organization and School Culture and Student Support Focus Groups]
4:30–7:00 PM	VC debrief/discussion and writing individually or in pairs
7:00–8:00 PM	Dinner/Discussion of Findings (VC alone — may order food and keep working at school)
8:00 PM –	Discussion of findings continued and individual/paired work on written summaries

Second Day

7:15–8:00 AM	Meeting with Leadership Team (VC reps.)
8:00–8:30 AM	Meeting with principal and VC chair(possibly other VC)
8:00–11:45 AM	Meetings with subject area staff, counselors, support staff, classified staff, and administration (Suggestions: 45 minute meetings with VC reps; subject areas may be clustered)
	Evidence gathering: class/program observations, interviews, examination of student work
11:45 AM–12:00 PM	Brief Meeting of VC
12:00–1:00 PM	Lunch in the school cafeteria; informal contact with student and staff
1:00–2:30 PM	Meeting with Ad Hoc student group (VC reps for 45 minutes)
	Gathering of Evidence: class/program observations, interviews, examination of student work
1:30–2:30 PM	District meeting at the school site (VC chair and reps.)
2:30–4:30 PM	Meeting with Focus Group(s) for 1-1/2 to 2 hours (at least two VC per Focus Group meeting)

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
	Completion of draft documentation/justification statement
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 must have copy of draft VC report (can be electronic)**
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
	Completion of the "Accreditation Status Recommendation" and the "Documentation and Justification Statement "
	Finalization of expense forms, evaluations, exit PowerPoint presentation for closing 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

Preface

- 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 ACS 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 I: 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 II: 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., SBAC, AP, college SAT, and graduation rates)
- 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 student learning 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 III: Quality of the School's Program

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

- A. Organization: Vision and Purpose, Governance, Leadership, 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 *ACS WASC Accreditation Status Determination Worksheet*).

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

- 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.*
    - ✓ Ensure that all Critical Areas have a "who," "what," and a "why" in relation to the impact on student learning
    - ✓ 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?
- ⬥ Is the schoolwide action plan aligned to the Local Control and Accountability Plan (LCAP)?

✓ 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. ACS 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. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement

3. *Organization*: *Vision and Purpose, Governance, Leadership, Staff, and Resources* that supports high achievement for all students

4. *Standards-based Student Learning: Curriculum* that supports high achievement for all students

5. *Standards-based Student Learning: Instruction* that supports high achievement for all students

6. *Standards-based Student Learning: Assessment and Accountability* that supports high achievement for all students

7. *School Culture and Support for Student Personal and Academic Growth* that supports high achievement for all students

8. Acceptable progress by all students toward clearly defined schoolwide learner outcomes, academic standards, and other institutional and/or governing authority expectations

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 capacity to monitor and implement the schoolwide action plan.

C O N F I D E N T I A L

CONFIDENTIAL

Accrediting Commission for Schools
Western Association of Schools and Colleges

533 Airport Boulevard, Suite 200 • Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
mail@acswasc.org • www.acswasc.org

FRED VAN LEUVEN, ED.D.
PRESIDENT

MARILYN S. GEORGE, ED.D.
VICE PRESIDENT

Accreditation Status Recommendation

Name of School Visited:
Address of School:

Name of District:
Manual Used in Self-Study:
Visit:
Date of Visit:
Accredited Grade Span: Enrollment:

S A M P L E

ACS 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 Visiting Committee's CONFIDENTIAL recommendation to the Accrediting Commission:

☐ **Six-Year Accreditation Status with a Mid-cycle Progress Report**: 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, which includes the identified critical areas for follow-up.

Provide the rationale for the accreditation status recommendation in the Justification Statement.

☐ **Six-Year Accreditation Status with a Mid-cycle Progress Report and** (choose one option below):

   ☐ **One-Day Visit**: There is compelling evidence that the school needs additional support in strengthening student achievement by addressing the identified critical areas for follow-up. Based on the scope and seriousness of the issues and the size of the school, a one-day visit is recommended.

   ☐ **Two-Day Visit**: There is compelling evidence that the school needs additional support in strengthening student achievement by addressing the identified critical areas for follow-up. Based on the scope and seriousness of the issues and the size of the school, a two-day visit is recommended.

Provide the rationale for the accreditation status recommendation in the Justification Statement.

☐ **Probationary Accreditation Status with an In-depth Progress Report and Two-Day Visit** (choose one option below):

   ☐ **One-Year**: There is compelling evidence that the school deviates significantly from the ACS WASC criteria in one or more critical areas requiring immediate attention and support.

   ☐ **Two-Year**: There is compelling evidence that the school deviates significantly from the ACS WASC criteria in one or more critical areas that need to be addressed within two years.

Provide the rationale for the accreditation status recommendation in the Justification Statement.

☐ **Accreditation Status Withheld**: There is compelling evidence that the school does not meet one or more of the ACS WASC criteria and deviates significantly in critical areas that impact student learning and well-being, the school's program, and supporting operations.

Provide the rationale for the accreditation status recommendation in the Justification Statement.

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.

VISITING COMMITTEE MEMBERS

_____   _____
_____   _____
_____   _____
_____   _____

Provide signature and name   Date   Committee Chairperson   Signature   Date

ACS WASC Accreditation Cycle of Quality:
A Focus on Learning

ACS 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 ACS WASC criteria/indicators and other accreditation factors. Schools are expected to participate in self-study training provided by ACS 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 ACS 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.
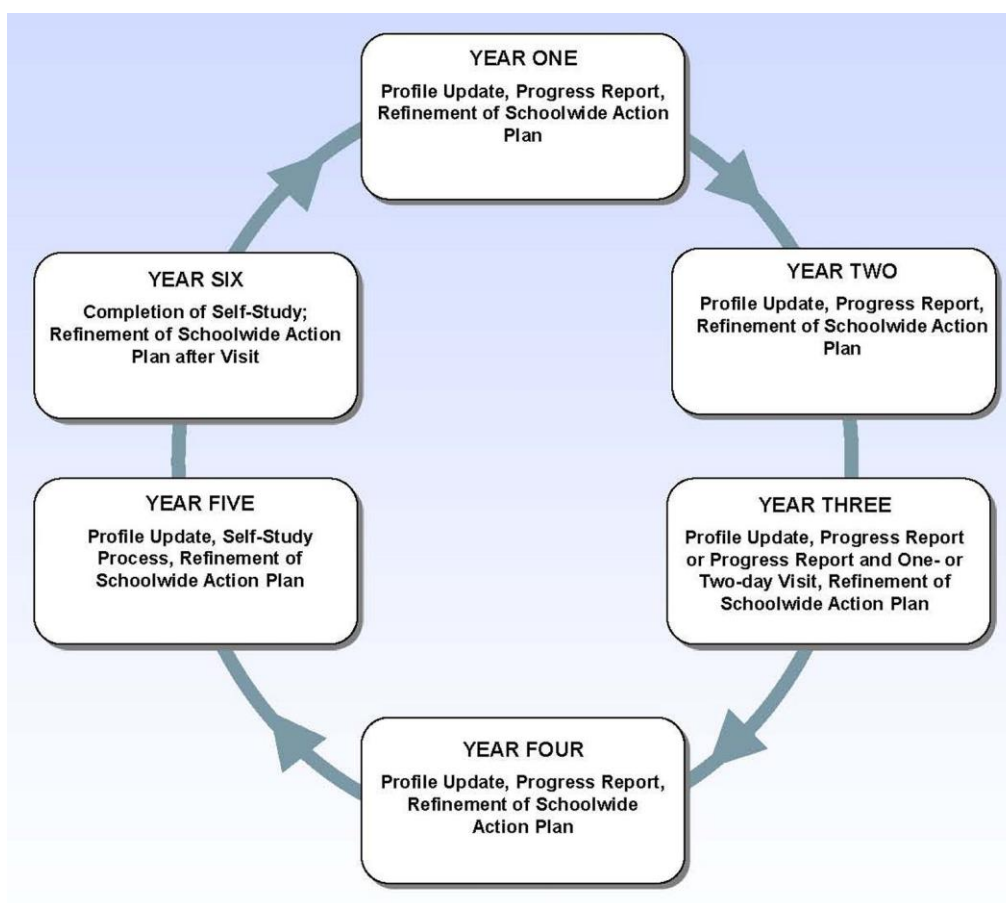
Accreditation Status Explanation*

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 ***ACS WASC policies, 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.

ACS 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 <u>One-Day</u> Visit

Based on the ***ACS WASC policies, 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.

ACS 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.

---

* No changes have been made to the ACS WASC initial visit process.

Six-Year Accreditation Status with a Mid-cycle Progress Report and <u>Two-Day</u> Visit

Based on the ***ACS WASC policies, 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.

ACS 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 <u>Two-Day</u> Visit

Based on the ***ACS WASC policies, criteria, indicators, and other accreditation factors/rubrics***, this option is appropriate if there is compelling evidence that the school deviates significantly from the ACS 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 ACS 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.
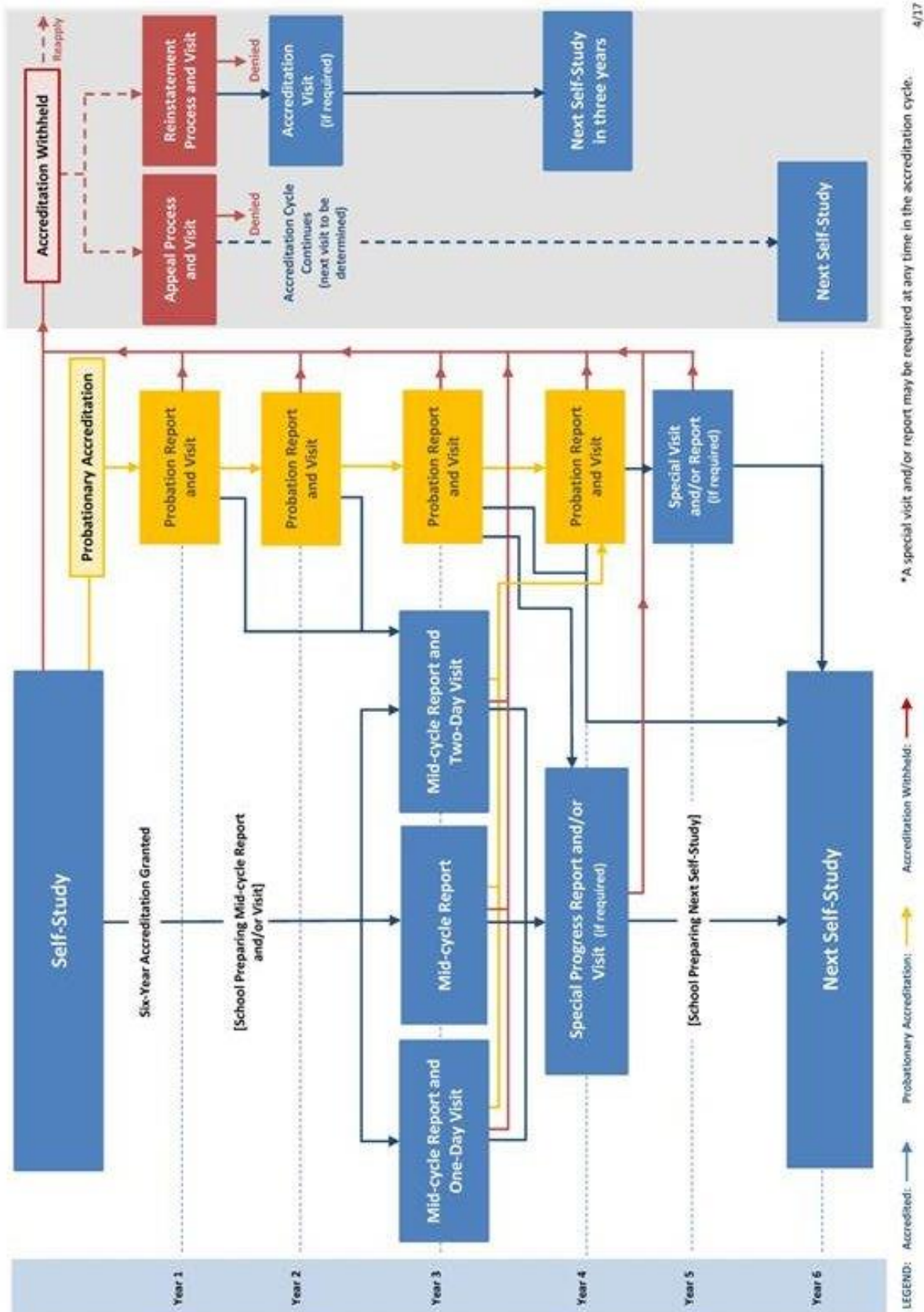
Accreditation Status Withheld

Schools that have had their accreditation status withheld (which has become final on appeal or where the school chooses not to appeal) have the option to seek reinstatement and request a Reinstatement Visit. In order to be reinstated, the school must submit a reinstatement report that addresses the identified critical areas for follow-up and provide sufficient evidence of the progress made. ACS WASC will then decide upon an appropriate time for a two-day Reinstatement Visit. The visit must occur within **18 months** from the date of the Commission's decision to withhold accreditation or the school will need to reapply for accreditation through the Initial Visit process.

After the Reinstatement Visit, the Commission may grant one of the following options:

- If a school satisfactorily addresses the critical areas for follow-up and updates the self-study, if applicable, or otherwise provides sufficient evidence of the progress made, accreditation status may be granted with annual in-depth progress reports and a full self-study within three years of reinstatement. The accreditation status will be effective as of the July 1 that precedes the Commission's decision on reinstatement.

- If a school marginally addresses the critical areas for follow-up and updates the self-study, if applicable, or otherwise provides sufficient evidence of the progress made, accreditation status may be granted with an in-depth progress report and a two-day visit in one year and a full self-study within three years of reinstatement. The accreditation status will be effective as of the July 1 that precedes the Commission's decision on reinstatement.

- If a school has not satisfactorily addressed the critical areas for follow-up or updated the self-study, if applicable, or otherwise fails to provide sufficient evidence of the progress made, accreditation status may continue to be withheld. Schools with accreditation status withheld must reapply if they desire accreditation.

The Commission's decision concerning reinstatement is final and may not be appealed.

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.

ACS WASC/CDE JOINT PROCESS
DOCUMENTATION AND JUSTIFICATION STATEMENT
[ACS WASC/CDE 2017 Edition for <u>California public schools</u> only]

To complete this form use the template found on the ACS WASC website: www.acswasc.org.

For proper processing, please complete the following information:

Chair Name   Name and City of School Visited

Chair Work Phone   Chair Home Phone   Chair Cell Phone

Email address

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 reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.**

   Visiting Committee Rating: ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective
   Narrative Rationale:

2. **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:

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: Empowerment and Continuous Planning and Improvement* that supports high achievement for all students. (A3)

   Visiting Committee Rating: ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

   Narrative Rationale:

6. *Organization: Staff: Qualified and Professional Development* that supports high achievement for all students. (A4)

   Visiting Committee Rating: ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

   Narrative Rationale:

7. *Organization: Resources* that support high achievement for all students. (A5)

   Visiting Committee Rating: ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

   Narrative Rationale:

8. *Organization: Resources* **that support high achievement for all students. (A6) (CHARTER SCHOOLS ONLY)**

   Visiting Committee Rating: ☐ Highly Effective   ☐ Effective   ☐ Somewhat Effective   ☐ Ineffective

   Narrative Rationale:

9. *Standards-based Student Learning: Curriculum: Rigorous and Relevant Standards-based 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: Access to the Curriculum* **that support high achievement for all students. (B2)**

   Visiting Committee Rating: ☐ Highly Effective   ☐ Effective   ☐ Somewhat Effective   ☐ Ineffective

   Narrative Rationale:

11. ***Standards-based Student Learning: Instruction: Challenging and Relevant Learning Experiences*** **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: Student Engagement*** **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: Using Assessment to Analyze and Report Student Progress*** **that supports high achievement for all students. (D1)**

    Visiting Committee Rating: ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

    Narrative Rationale:

14. ***Standards-based Student Learning: Assessment and Accountability: Using Assessment to Monitor and Modify Learning in the Classroom*** that supports high achievement for all students. (D2)

Visiting Committee Rating: ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

Narrative Rationale:

15. ***School Culture and Support for Student Personal and Academic Growth: Parent and Community Engagement*** that supports high achievement for all students. (E1)

Visiting Committee Rating: ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

Narrative Rationale:

16. ***School Culture and Support for Student Personal and Academic Growth: School Environment*** that supports high achievement for all students. (E2)

Visiting Committee Rating: ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

Narrative Rationale:

17. *School Culture and Support for Student Personal and Academic Growth: Personal and Academic Student Support* that supports high achievement for all students. (E3)

Visiting Committee Rating: ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

Narrative Rationale:

18. **Acceptable progress by all students toward clearly defined schoolwide learner outcomes (critical student learning needs), academic standards, and other institutional and/or governing authority expectations.**

Visiting Committee Rating: ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

Narrative Rationale:

19. **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:

20. 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 ACS 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 ACS 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?

- **No later than six weeks following the visit, the school should send an electronic copy of the modified action plan to the ACS WASC Office in a single pdf or Word document using the Document Upload link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/.**

- The **School Coordinator Checklists** can be found on the ACS WASC website.

ACS 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 ACS 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 ACS 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 ACS 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 student learning 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 ACS 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.