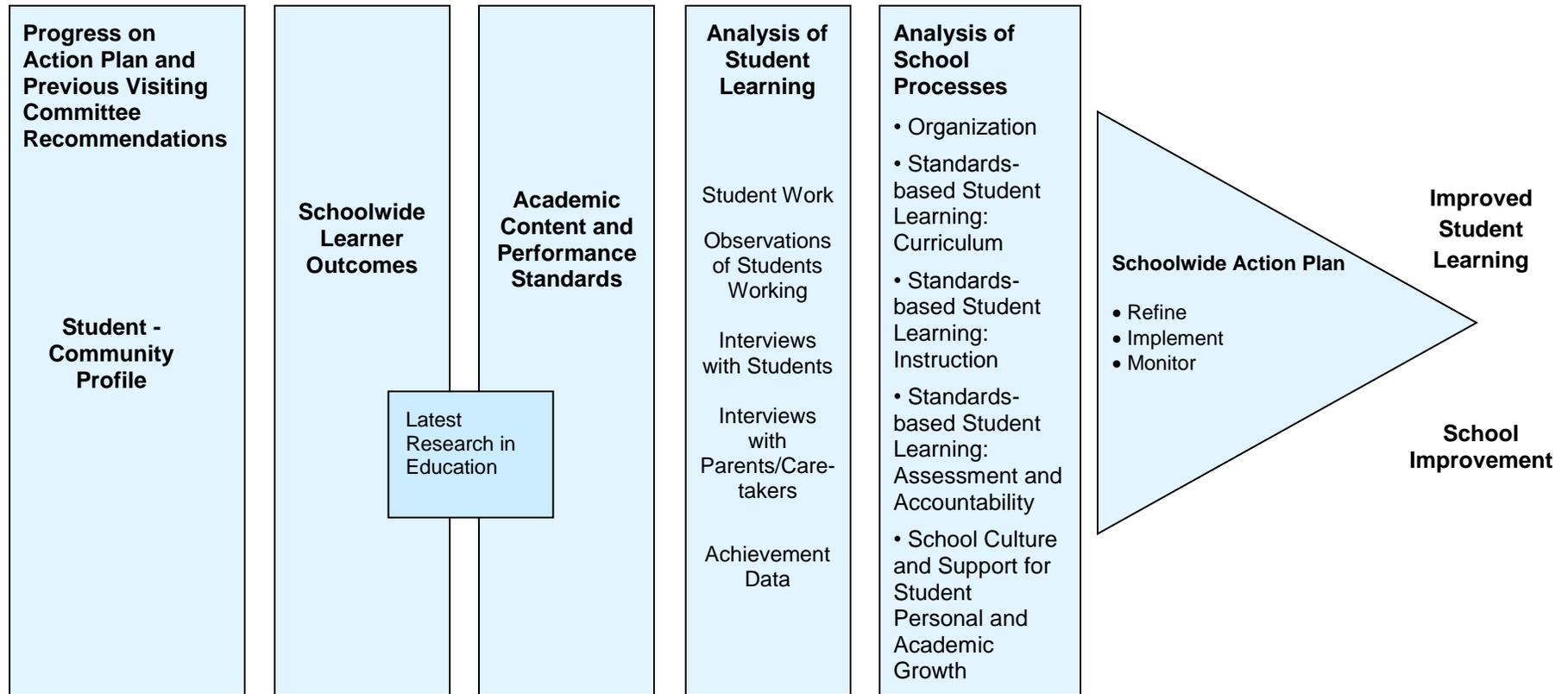# The Self-Study

Explanation of Self-Study Tasks

The five tasks presented in this section assist the school in accomplishing the *five outcomes of the self-study*. They represent a model self-study process that schools may modify as long as they adhere to these outcomes. The matrix of self-study outcomes and tasks, the self-study process diagram, the suggested timeline, and the self-study format will also be helpful in understanding this relationship of the tasks to the outcomes.

	Expected Outcomes of *Focus on Learning Joint Process ACS WASC/CDE*				
MODEL PROCESS	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**
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); 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?

- 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

  - School performance indicators as organized by the Local Control Funding Formula's (LCFF) "Eight State Priorities" rubrics, 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.

  See the related appendices in school report format on page 30.

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?

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 and descriptors, and college- and career-readiness?

- 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 30.

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. Brief history or past ACS WASC accreditations
   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 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
   d. List the description of goals taken from the district LCAP.

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 LCFF Evaluation Rubric 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 LCFF Evaluation Rubric 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. 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 to 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**

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

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 LCFF Rubrics.

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 LCFF rubrics 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.

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 and performing below the 7th grade level in math; formative curriculum-embedded assessments.

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 LCFF rubrics

b. Chronic absenteeism — performance category on LCFF rubrics

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 LCFF rubrics

b. California Healthy Kids Survey

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 LCFF rubrics

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

    a. Results of interviews, surveys, etc. about how stakeholders view the school (students, parents, staff, community). This includes the California Healthy Kids Survey.

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 to the district LCAP?

➔ **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 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 and descriptors, and college- and career-readiness?

- 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 www.cde.ca.gov/nclb/sr/le/singleplan.asp, *Single Plan for Student Achievement*. 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 various aspects 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 the results of grouping or clustering the strengths and then the growth areas into major themes or strands. Relate these to the critical student learning needs.

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
Area of improvement	School goal
Link to schoolwide learner outcomes	Link to LEA goals and LCAP
Rationale	Data used — Findings from data
Growth targets	Growth targets for focus students
Ways of assessing student achievement	Ways of measuring student achievement
Means of monitoring and evaluating	Process for monitoring and evaluating Evaluation of implementation
Specific tasks/actions	Strategies/actions
Who is responsible/involved	Personnel responsible/involved
Timeline	Start/completion date
Resources	Proposed expenditures