



Focus on Learning

JOINT ACS WASC/CDE PROCESS GUIDE

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



2019 ACS WASC EDITION (2020–2021 SY VISITS)

ACCREDITING COMMISSION FOR SCHOOLS, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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EDUCATION EDITION FOR ALL CALIFORNIA PUBLIC
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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 California 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 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, 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 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, 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 is 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 and the California School Dashboard results within the self-study process
- 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 that identifies growth targets or benchmarks and monitors their accomplishment and is in alignment with the Local Control and Accountability Plan.

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Overview

Improving Student Learning

Self-Study

- Review progress on schoolwide action plan/SPSA from previous self-study and California Dashboard indicators
 - Refine Student/Community Profile
 - Clarify schoolwide learner outcomes/graduate profile
 - Identify major student learner needs
 - Analyze the quality of all students' learning, the programs and processes based on ACS WASC/CDE criteria
- Revise the schoolwide action plan/SPSA

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/SPSA aligned with LCAP goals
- Analyze evidence of student achievement of academic standards and schoolwide learner outcomes/graduate profile
- 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 well are the students learning and achieving?
2. Is the school doing everything possible to support high achievement for all students?

Through the *Focus on Learning* process a school fulfills the requirements for accreditation and forms the basis for the schoolwide action plan/SPSA that is aligned with the Local Control and Accountability Plan (LCAP) and developed through the use of a single set of research-based criteria.

Why Accreditation

Accreditation involves the school in conducting a rigorous self-assessment or self-study compared to a set of research-based criteria. From this self-assessment, the school determines a course of action as defined in its schoolwide action plan.

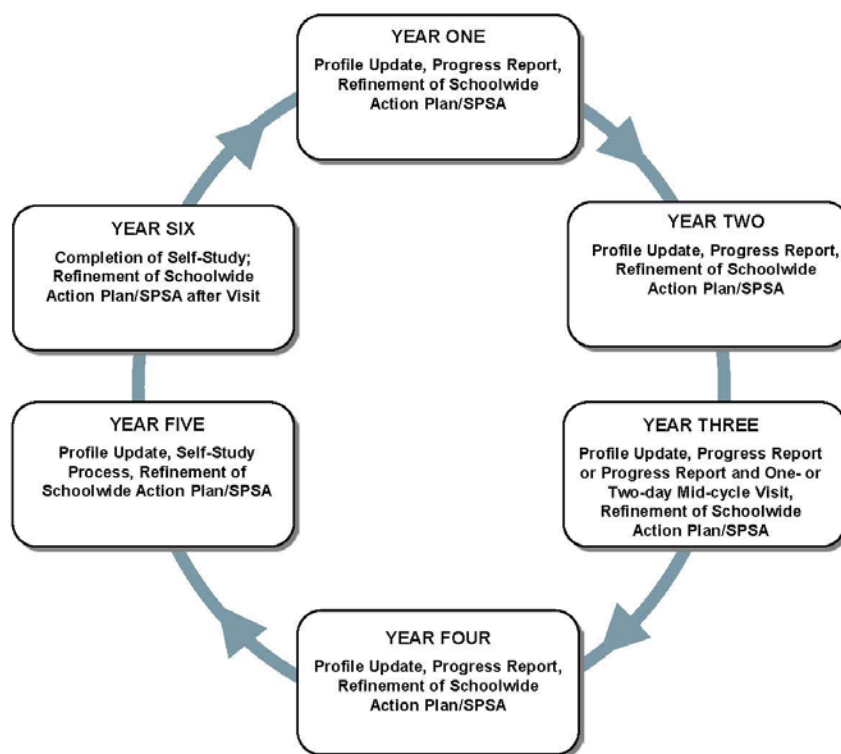
Accreditation:

1. Certifies to the public that the school is a trustworthy institution of learning.
2. Validates the integrity of a school's program and student transcripts.
3. Fosters improvement of the school's programs and operations to support student learning.
4. Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.
5. Provides a way to manage change through regular assessment, planning, implementing, monitoring, and reassessment.
6. Assists a school/district in establishing its growth areas for continuous improvement as a result of the perpetual accreditation cycle that includes:
 - School self-assessment of the current educational program for students.
 - Insight and perspective from the visiting committee.
 - Regular school staff assessment of schoolwide action plan/SPSA goals and progress through the intervening years between full self-studies.

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/graduate profile, identified major student learner needs, and academic standards. In addition, schools must review the progress on the current schoolwide action plan/SPSA in relation to student achievement and California Dashboard indicators 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/SPSA. 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/SPSA and so continues the cycle of improvement.

ACS WASC Accreditation Cycle of Quality for Schools

The ACS WASC six-year cycle demonstrates the continuous school 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/SPSA
- Year Two:** Profile update, progress report, refinement of schoolwide action plan/SPSA
- Year Three:** Profile update, mid-cycle progress report (potential one- or two-day review), refinement of schoolwide action plan/SPSA
- Year Four:** Profile update, progress report, refinement of schoolwide action plan/SPSA
- Year Five:** Review of all profile data, progress report, self-study process, refinement of schoolwide action plan/SPSA
- Year Six:** Completion of self-study, including refinement of schoolwide action plan/SPSA; full self-study visit, including further revision of schoolwide action plan/SPSA after the review of visiting committee report

Guiding Principles

The ACS WASC accreditation principles are embedded within the *Focus on Learning (FOL)* process and reflected in the ACS WASC Accreditation Cycle of Quality. These guiding principles enable a school to demonstrate:

- Total involvement and collaboration of all stakeholders
- A culture that nurtures and supports the well-being of all students
- Accomplishment of its vision, mission, and schoolwide learner outcomes/graduate profile
- High achievement by all students in relation to district goals, schoolwide learner outcomes/graduate profile and academic standards
- Use of multiple ways to analyze data about student achievement, including California Dashboard indicators, student and staff perceptions/interviews, examining student work, and observing students engaged in learning
- Evaluation of the program effectiveness in relation to 1) impact on student learning based on schoolwide learner outcomes/graduate profile, major student learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the ACS WASC criteria
- Alignment of prioritized findings to a schoolwide action plan/SPSA aligned with LCAP goals focusing on student achievement
- Continuous school improvement/accountability.

Importance of School's Vision, Mission, and Schoolwide Learner Outcomes/Graduate Profile Aligned with the District Goals

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 LCAP 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/graduate profile should include the identified major student learner needs of the students.

This vision, mission, and goals of the district provide the school's foundation for establishing schoolwide learner outcomes/graduate profile 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 Board of Education 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. California Content Standards have been adopted for all other curricular areas as well. 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/graduate profile 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/graduate profile 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. Curriculum
3. Learning and Teaching
4. Assessment and Accountability
5. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.

See page 11 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 look at the following:

1. Student learner needs
2. Schoolwide learner outcomes
3. California Dashboard indicators and 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.

Expectations of Self-Study

The *Focus on Learning* self-study process is organized to support continuous school improvement based on the ACS WASC criteria and additional status factors efforts (see page 145). 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:

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/graduate profile and academic standards
3. The analysis of the California Dashboard indicators and additional 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/graduate profile, academic standards, and ACS WASC/CDE criteria
5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.

Flexibility

As long as the school adheres to the *expectations*, 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 *expectations* 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/graduate profile, 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 major student learner needs and related schoolwide learner outcomes/graduate profile. For example, participants will examine the extent to which the school culture and student support category contribute to students' high achievement in the identified major student learner needs such as reading.

Each Focus Group must answer the question: What are the implications of each major student learner need and the related schoolwide learner outcome/graduate profile for this Focus Group?

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/SPSA to address the following:

- The major student learner needs
- The schoolwide learner outcomes/graduate profile
- California Dashboard indicators

- Academic standards
- ACS WASC/CDE criteria
- Alignment with LCAP goals.

Follow-up

After the visit, the school refines and implements the schoolwide action plan/SPSA for continuous school improvement. The schoolwide action plan/SPSA integrates the growth areas identified by the visiting committee. The school annually reviews progress, and refines the “next steps” in meeting the goals of the schoolwide action plan/SPSA. This assessment of progress is always done with respect to evidence that students are accomplishing the schoolwide learner outcomes/graduate profile and academic standards, especially in relation to the major student learner needs. The governing board and district are involved in the continuous school improvement process and ensure that the follow-up process is integral to district planning, analysis of California Dashboard indicators, and the LCAP goals.

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 schoolwide action plan/SPSA and its relationship to the LCAP.

Leadership: Data-Informed Decision-Making and Continuous School Improvement

3. Based on multiple sources of 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 schoolwide action plan/SPSA and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Staff: Qualified and Professional Development

4. Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. 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. 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.

Equity and Access to 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. Learning and Teaching

Student Engagement in 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-Centered Instruction through a Variety of Strategies and Resources

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 creative and critical thinking skills, and applications.

D. Assessment and Accountability

Reporting and Accountability Processes

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 of Student Assessment to Monitor and Modify Learning in the Classroom

2. Teachers employ a variety of appropriate 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, Social-Emotional, and Academic Growth***Parent and Community Engagement***

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

School Culture and Environment

2. The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, high expectations for all students.

Personal, Social-Emotional, and Academic Student Support

3. All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and 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.

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 continuous 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 continuous 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 continuous 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 schoolwide action plan/SPSA 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 (major student learner needs) and academic standards; 5) alignment of prioritized findings to a schoolwide action plan/SPSA focusing on student achievement; 6) continuous school 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.

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, David Conley, Linda Darling-Hammond, John Hattie, Kemji Hakuta, Jay McTighe, Michael Fullan, Robert Marzano, Mike Schmoker, Rick Stiggins, and James Stronge; publications on state, national, and subject area standards; and government, business and industry research.

Expectations 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/graduate profile and academic standards
3. The analysis of the California Dashboard indicators and additional 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/graduate profile, academic standards, and ACS WASC/CDE criteria
5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school’s areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.

Graduate Profile

A graduate profile is a document that a school or district uses to specify the cognitive, personal, and interpersonal competencies when they graduate from high school.

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.

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.

Portfolio

A collection of representative student work.

Purpose

A clarification of the beliefs, vision, mission, and schoolwide learner outcomes 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/School Plan for Student Achievement (SPSA)

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 and aligns with the LCAP.

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.

Student Learner Needs

Based on the analysis of multiple sources of achievement data, the school identifies major student learner needs, such as expository writing, reading, and critical thinking skills.

The Self-Study: Background Information

ACS WASC Accreditation Process: Continuous School Improvement

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

1. Annually update the student/community profile and discuss with all stakeholders.
2. Annually summarize progress on the schoolwide action plan/SPSA goals, noting key evidence, and make any necessary modifications or refinements in the schoolwide action plan/SPSA.
3. Annually, review the schoolwide learner outcomes/graduate profile, major student learner needs, and 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 schoolwide action plan/SPSA. 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 schoolwide action plan/SPSA
 - b. The operating schoolwide action plan/SPSA and its alignment with the LCAP
 - 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/SPSA to show what will be accomplished in detail for the following year and more broadly during the subsequent two years. Annually, the schoolwide action plan/SPSA 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, major student learner needs
 - b. Vision, mission, and schoolwide learner outcomes/graduate profile
 - c. Overall progress report since last full visit (or initial visit)
 - d. Findings and supporting evidence
 - e. Updated schoolwide action plan/SPSA.

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 continuous school 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 major student learner 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 schoolwide action plan/SPSA.

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 major student learner needs, related schoolwide learner outcomes and academic standards that the Leadership Team selected based on student achievement data.

5. 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.

Suggested information about the self-study include: the overview, ACS WASC/CDE criteria, general and specific timelines, committee structures and membership, self-study report format, and self-study tasks. Provide the drafts on the progress report, the student/community profile and summary information for use by the schoolwide focus and home groups.

6. 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 continuous school improvement process
- b. The expectations 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 synthesis of findings
 - 2) Coordinators for gathering evidence, especially analysis of student work and observations of students working
- h. The essential participation in regular meetings for dialogue and sharing findings.

Additional School Coordinator Checklists

- The **School Self-Study Coordinator Visit Preparation Checklist** can be found on page 119.
- The **School Self-Study Coordinator Post-Visit Checklist** can be found on page 167.
- The **School Coordinator Checklists** can be found on the ACS WASC website.

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/SPSA? For example, should the school maintain the Focus Groups after the visit to oversee schoolwide action plan/SPSA goals?

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 (growth areas for continuous improvement) and recommendations identified by visiting committees since the last full self-study were integrated into the schoolwide action plan/SPSA?
- Did the school address each section of the schoolwide action plan/SPSA?
- Did the progress report include data that indicates whether school staff and students met established measurable outcomes?
- 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 major student learner needs and one or more schoolwide learner outcomes?
- Did the school show how other critical areas for follow-up (growth areas for continuous improvement) were addressed that were not part of the schoolwide action plan/SPSA?

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?
- Have the certificated staff members and other stakeholders scheduled a time for discussion of the profile to determine preliminary major student learner needs and the schoolwide learner outcomes/graduate profile?
- Has there been discussion of the relationship of the preliminary 2–3 major student learner needs to the schoolwide learner outcomes/graduate profile, the district LCAP goals, actions, and services, college- and career-readiness indicators?

- Have the stakeholders refined the measurable outcomes of the schoolwide learner outcomes/graduate profile that define their quality accomplishment?
- Do the stakeholders understand how to use the student/community profile data, including the vision, mission, and schoolwide learner outcomes/graduate profile, 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 major student learner needs, the schoolwide learner outcomes, academic standards, and the criteria concepts?
- Was the accuracy of the findings discussed and supported by evidence?
- Did discussion occur about how the findings relate to supporting the learner needs of all students and how the evidence may have changed the identified major student learner 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 Major Student Learner 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 major student learner needs, and the findings from the Focus Groups using the table?
- Has the school obtained input from all members of the school community as the implications and identification of the major student learner 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 major student learner 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 major student learner needs and the major themes or strands determined from the strengths and growth areas?

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

- Is the schoolwide action plan/SPSA organized around measurable growth targets and benchmarks for all appropriate student groups?
- Do the schoolwide action plan/SPSA goals address the learning needs of students as identified in the student/community profile?
- Has the school integrated other initiatives to create one comprehensive schoolwide action plan/SPSA?
- Does the schoolwide action plan/SPSA 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 into the schoolwide action plan/SPSA after the visit?
- Is there a sound follow-up process that will be used to implement and monitor the accomplishment of the schoolwide action plan/SPSA and modify as needed?

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

November–February Activities	Participants	Product in Self-Study
Task 1:		
<ul style="list-style-type: none"> Analyze and reflect upon the school’s progress and the impact on student learning since the previous full self-study 	<ul style="list-style-type: none"> – Leadership Team – All Stakeholders 	Chapter I: Progress Report on schoolwide action plan/SPSA, including integrated growth areas for continuous improvement
Task 2:		
<ul style="list-style-type: none"> Refine the student/community profile based on the analyzed and disaggregated data; clarify the schoolwide learner outcomes/graduate profile and major student learner needs 	<ul style="list-style-type: none"> – Leadership Team – All Stakeholders 	Chapter II: Student/Community Profile
February–June Activities and September–December or January Activities		
Task 3:		
<ul style="list-style-type: none"> Evaluate the quality of the school program in relation to the ACS WASC/CDE criteria with emphasis on the identified major student learner needs; synthesize the information, determine strengths and growth areas for continuous school improvement. 	<ul style="list-style-type: none"> – Focus Groups – Home Groups 	Chapter III: Self-Study Findings <ul style="list-style-type: none"> • 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:		
<ul style="list-style-type: none"> Summarize identified major student learner needs based on profile and Focus Group analysis and findings. 	<ul style="list-style-type: none"> – Leadership Team and/or Student Profile Committee – All Stakeholders 	Chapter IV: Summary of Identified Major Student Learner Needs
Task 5:		
<ul style="list-style-type: none"> Revise the schoolwide action plan/SPSA Define growth targets for student groups and schoolwide goals Review and revise as necessary the established ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan/SPSA 	<ul style="list-style-type: none"> – Leadership Team – All Stakeholders via Home and Focus Groups 	Self-Study Report, Chapter V, “Schoolwide Action Plan/SPSA”
February–April Ongoing Activities		
<ul style="list-style-type: none"> The visit 	<ul style="list-style-type: none"> – School/Visiting Committee 	VC report
<ul style="list-style-type: none"> No later than six weeks following the visit submit an updated schoolwide action plan/SPSA to ACS WASC incorporating growth areas for continuous improvement left by the visiting committee 	<ul style="list-style-type: none"> – School 	Updated schoolwide action plan/SPSA
<ul style="list-style-type: none"> Implement and monitor the schoolwide action plan/SPSA and its impact on student learning 	<ul style="list-style-type: none"> – 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 expectations 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/graduate profile and academic standards
3. The analysis of the California Dashboard indicators and additional 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/graduate profile, academic standards, and ACS WASC/CDE criteria
5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.

Chapter I: Progress Report (correlates to Task 1)

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.
- Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.
- Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.

Chapter II: Student/Community Profile and Supporting Data and Findings (correlates to Task 2)

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 Overview* and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends and patterns, including longitudinal and disaggregated data (see profile guide)

- Provide a **brief summary** that includes:
 - Implications of the data
 - Identification of 2–3 preliminary major student learner 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 (correlates to Task 3 and Tools)

For each category of criteria include:

1. A list of strengths
2. A list of prioritized growth areas for continuous school improvement.

➔ **Note:** The five criteria categories are:

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

Provide pertinent evidence for review by visiting committee through hyperlink or Dropbox.

Chapter IV: Summary from Analysis of Identified Major Student Learning Needs (correlates to Task 4)

- Summarize the identified major student learner needs based on Student/Community Profile, Focus Group findings, and California School Dashboard Results for student groups.

Chapter V: Schoolwide Action Plan/SPSA (correlates to Task 5)

- A. Revise the schoolwide action plan/SPSA. Ensure the plan is aligned with the LCAP goals.
- B. State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.
- C. Describe the school's follow-up process to ensure a continuous school improvement process.

Appendices (include hyperlinks to items listed below)

- A. Local Control and Accountability Plan (LCAP): This includes an annual update at the beginning of the LCAP. 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 local data
- 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 by establishing the suggested committees; however, these should be adapted to fit local conditions. Below are the stated responsibilities and potential membership of committees for the sample self-study process.

Leadership Team

- Facilitate the review and refinement of the vision, mission, schoolwide learner outcomes/graduate profile, and major student learner needs
- 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 major student learner needs
- Create and regularly refine the schoolwide action plan/SPSA using findings of Schoolwide Focus Groups
- Coordinate the follow-up process to monitor the implementation and the accomplishment of the schoolwide action plan/SPSA 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
- Summary of data
- Identification of major student learner needs.

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 major student learner needs, strengths, and growth areas
- 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 Technical programs
 - World Languages
 - History – Social Science
 - English Language Arts
 - Mathematics
 - Online Blended Learning
 - 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/Guardians
 - 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 major student learner 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 major student learner 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 major student learner 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

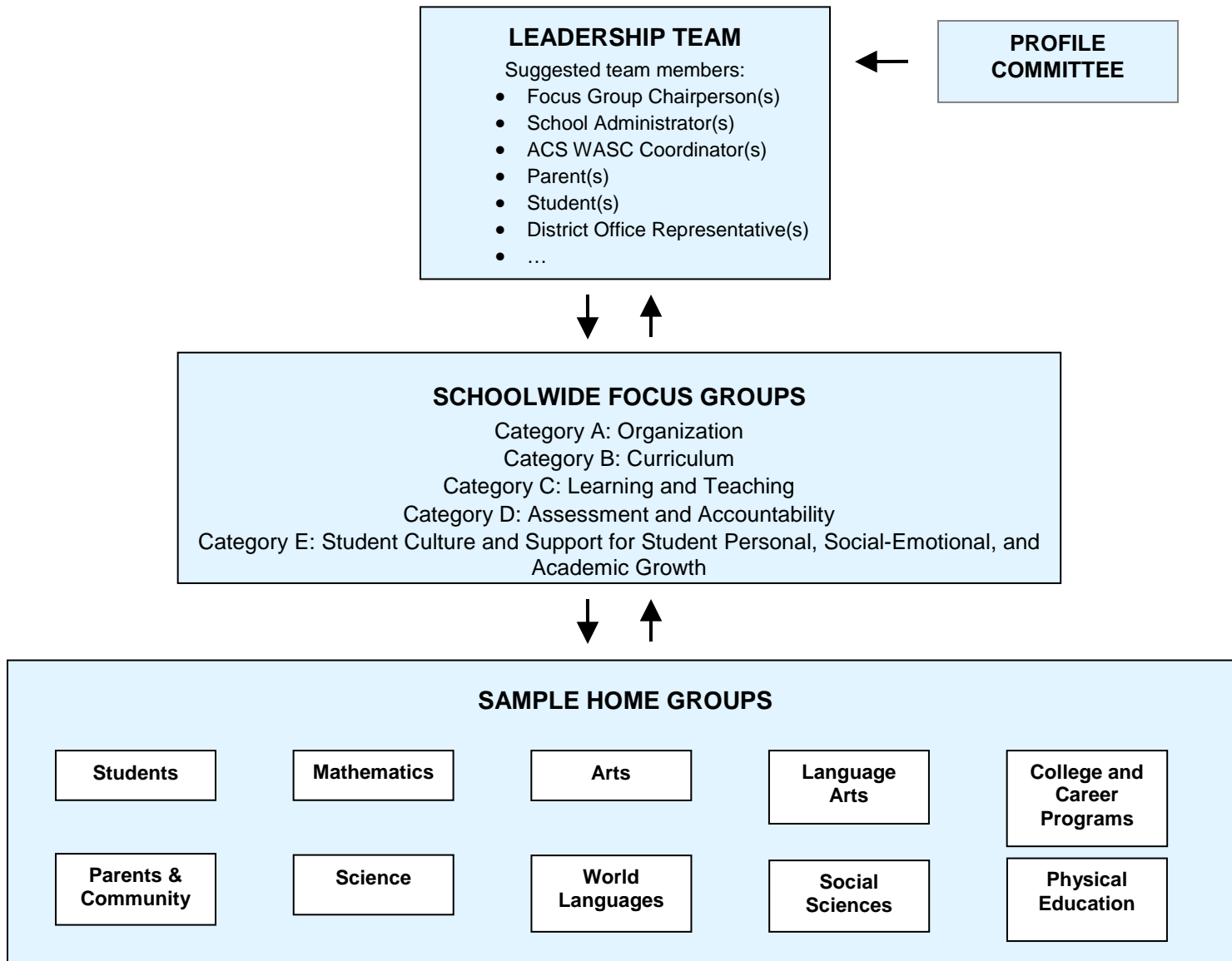
- Analysis of program from a parent/community perspective with respect to major student learner needs, selected schoolwide learner outcomes, and ACS WASC/CDE criteria.

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



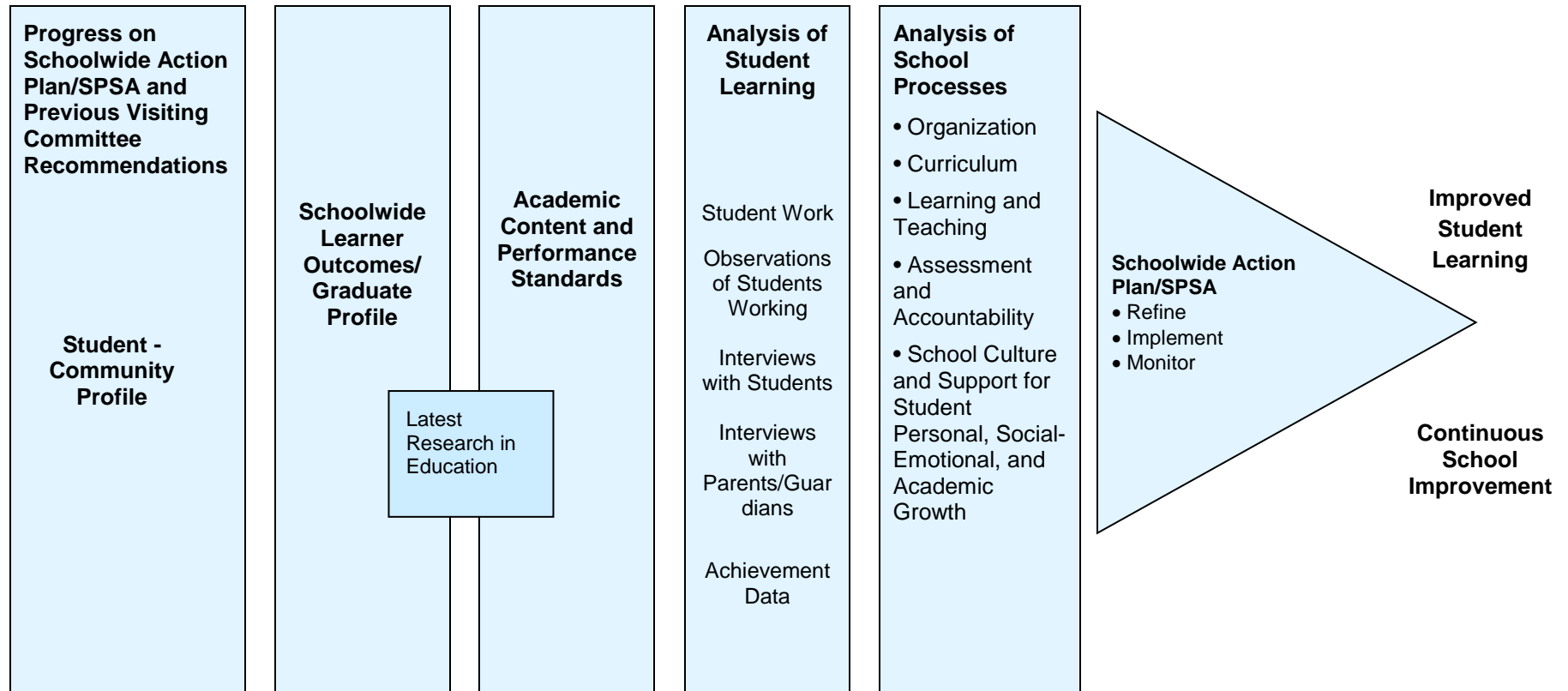
The Self-Study

Explanation of Self-Study Tasks

The five tasks presented in this section assist the school in accomplishing the *five expectations of the self-study as part of continuous school improvement*. They represent a sample self-study process that schools may modify as long as they adhere to these expectations. The matrix of self-study expectations 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 expectations.

	Self-Study Expectations of ACS WASC/CDE Focus on Learning Joint Process				
	1 Involvement and collaboration of Stakeholders	2 Clarification of Learner Outcomes/Graduate Profile and Academic Standards	3 Analysis of California Dashboard Indicators and 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/Graduate Profile - Curriculum - Learning and Teaching - Assessment & Accountability - Support - Culture - Organization for Student Learning	5 Alignment of Schoolwide Action Plan/SPSA and Capacity to Implement and Monitor Process
MODEL 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/graduate profile and major student learner needs.	✓	✓	✓		✓
Task 3 Evaluate the quality of the school program in relation to the ACS WASC/CDE criteria with emphasis on the identified major student learner needs; synthesize the information, determine strengths and growth areas for continuous improvement.	✓	✓	✓	✓	✓
Task 4 Summarize identified major student learner needs based on profile and Focus Group analysis and findings.	✓		✓		✓
Task 5 Revise the schoolwide action plan/SPSA; 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/SPSA.	✓	✓			✓

FOCUS ON LEARNING JOINT PROCESS ACS WASC/CDE



Improvement Process Expectations

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/graduate profile and academic standards.

The analysis of the California Dashboard indicators and additional 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/graduate profile, academic standards, and ACS WASC/CDE criteria.

The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA.

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 learning and achieving?
Is the school doing everything possible to support high achievement
of all students?**

Product

Self-Study Report
Chapter I: “Progress Report”

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.
- Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas for follow-up (growth areas for continuous improvement)* from the last full self-study and all intervening visits.
- Comment on the original critical areas for follow-up (growth areas for continuous improvement) not in the current schoolwide action plan/SPSA.

➔ **Note:** Have available for review by the visiting committee prior progress reports and earlier (annual) versions of the schoolwide action plan/SPSA aligned with LCAP goals.

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. Include a review of the California School Dashboard results for district, school, and student group performance indicators.
2. **Schoolwide Growth Areas for Continuous Improvement:** List the schoolwide growth areas for continuous student improvement (formerly 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 schoolwide action plan/SPSA aligned with LCAP; this is the schoolwide action plan/SPSA to which the ACS WASC critical areas for follow-up (*growth areas for continuous improvement*) 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 continuous school improvement focusing on student learning.

4. **Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for Schoolwide Action Plan/SPSA Goals:**
 - a. For each current schoolwide action plan/SPSA goal or section, indicate how it relates to one or more of the critical areas for follow-up (*growth areas for continuous improvement*) or any additional recommendations. (i.e., cross-reference)
 - b. Comment on the accomplishment of each current schoolwide action plan/SPSA section or goal, including how each area has met identified growth targets and contributed to the accomplishment of the major student learner needs and one or more schoolwide learner outcomes for all students. Include:
 - How was the goal determined?
 - What impact has the goal had on student learning?
 - To what extent have the schoolwide action plan/SPSA measurable outcomes been met over the past years?
 - c. Cite evidence; reference the student performance data as appropriate.
5. **Growth Areas for Continuous Improvement (formerly Critical Areas for Follow-up) not currently in the Schoolwide Action Plan/SPSA:** Comment separately on the growth areas for continuous improvement that have already been addressed and are currently not in the schoolwide action plan/SPSA. In addition, comment on those “just do its” or isolated growth areas for continuous improvement that were not included in the ongoing schoolwide action plan/SPSA. Comment on the impact of these growth areas 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 (growth areas for continuous improvement) and recommendations identified by visiting committees since the last full self-study were integrated into the schoolwide action plan/SPSA?
- Did the school address each section of the schoolwide action plan/SPSA?
- Did the progress report include data that indicates whether school staff and students met established measurable outcomes?
- 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 major student learner needs and one or more schoolwide learner outcomes?
- Did the school show how other critical areas for follow-up (growth areas for continuous improvement) were addressed that were not part of the schoolwide action plan/SPSA?

Task 2: Refine the student/community profile based on the analyzed and disaggregated data; clarify the schoolwide learner outcomes/graduate profile and major student learner 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 schoolwide action plan/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 *School Performance Overview* and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends and patterns, including longitudinal and disaggregated data (see profile guide)
- Provide a **brief summary** that includes:
 - Implications of the data, including those related to student groups
 - Identification of 2–3 preliminary major student learner 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:
 - a. Review the student/community profile guide and the current student/community profile. (See the guide on the following pages.)
 - b. Gather the needed additional demographic and student performance data, including student group performance on Dashboard indicators. To a great extent the data listed in this task can be gathered from the following website: <https://www.cde.ca.gov/ds/>.
 - 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 and patterns, for the data, including longitudinal and disaggregated data.
2. Leadership Team and/or Student/Community Profile Committee:
 - a. Prepare a brief draft overall summary:
 - What are the implications of the data with respect to student performance?
 - Select two to three major student learner needs based on the data, noting the correlated schoolwide learner outcomes.
 - List important questions that have been raised by the analysis of the student performance and demographic data.
 - b. Using the draft summary of the data, review the core values and beliefs, the vision, the mission, and existing schoolwide learner outcomes/graduate profile. Discuss the major student learner needs, future challenges.
 - What are the current and future learning needs of the students to prepare students for college, career and lifelong learning?
 - c. Refine the schoolwide learner outcomes/graduate profile and indicators in light of the data analysis.
3. 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 major student learner needs.

Use the following questions.

 - Who are the students?
 - How well 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, major student learner needs, and potential important questions. This will be an important verification of the draft work done by the Leadership Team and Student/Community Profile Committee on these areas.

Determine if there is agreement at this time on the identified major student learner 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, major student learner needs, and questions identified by the staff and additional Leadership Team notes to finalize the *draft summary*.
- d. **Use of Summary:** Have certificated staff and other stakeholders use the draft summary of the data implications, preliminary identified major student learner needs, and the questions throughout the Focus Group work (Task 3).

➔ **Note:** These preliminary major student learner needs will be updated and modified based on the analysis of the school's program using the ACS WASC/CDE criteria and indicators (Task 4). 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?
- Have the certificated staff members and other stakeholders scheduled a time for discussion of the profile to determine preliminary major student learner needs and the schoolwide learner outcomes/graduate profile?
- Has there been discussion of the relationship of the preliminary 2–3 major student learner needs to the schoolwide learner outcomes/graduate profile, the district LCAP goals, actions, and services, college- and career-readiness indicators?
- Have the stakeholders refined the measurable outcomes of the schoolwide learner outcomes/graduate profile that define their quality accomplishment?
- Do the stakeholders understand how to use the student/community profile data, including the vision, mission, and schoolwide learner outcomes/graduate profile, 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.

➔ **Note:** The purpose of this profile is to provide a current 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. In addition, schools will find it helpful to review the most recent School Accountability Report Card (SARC) and the California School Dashboard results. The Profile Guide contains the types of information and data that should be included. This data and information should be aligned with the schoolwide action plan/SPSA and the district's Local Control Accountability Plan (LCAP). When possible, include data and information over the last three school years in order to identify trends and patterns.

A. General Background and History

1. Community
 - a. Brief description of the community served by the school
 - b. Family and community trends
 - c. Parent/community organizations
 - d. Community foundation programs
 - e. 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. Provide data on the gender and ethnicity of the staff.
3. School purpose and ACS WASC accreditation history for school
 - a. School purpose, e.g., beliefs, vision, and mission, and schoolwide learner outcomes
 - b. New schools should also describe the process used to develop the schoolwide learner outcomes; other schools should comment on any revisions or refinements.
 - c. ACS WASC accreditation history
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 and the metrics that will measure progress and goals.

B. School Program Data — Description of Programs

1. Briefly describe the general education 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.

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 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 schoolwide action plan/SPSA 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 ELPAC 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 schoolwide action plan/SPSA.
 - c. Foster Youth – describe the coordinated actions and services provided to foster youth.
 - d. Describe other local support programs, e.g., Migrant Education, Homeless education, and Indian education.
5. Programs and services available for students designated with special learning needs.

C. Schoolwide Learner Outcomes/Graduate Profile

1. 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.

D. Demographic Data:

Comment on findings, including trends or patterns 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).

E. Data on Addressing the Eight State Priorities:

Provide information from the LCFF California School Dashboard state and local indicators. Also include any additional local indicators the district uses for any of the state priorities.

Analyze the findings, including trends and patterns of all areas.

➔ **Note:** Data should be disaggregated to reflect the achievement of all significant student groups, including EL, high priority, and foster youth. 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 enrolled and progressing successfully in an intern program
 4. Number with advanced degrees
 5. 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].

- 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

Comment on the process the district and school has used to examine, align, and assess curriculum for the student content standards and the degree to which the school has implemented academic, content, and performance 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, 11th grade Smarter Balanced scores, disaggregated data by student groups, and performance categories from the use of the California School Dashboard results.
- b. Student group data on numbers and percent of students in each of the three College and Career Indicator (CCI) levels on the Dashboard.
- c. College Scholastic Assessment Test (SAT) and/or ACT results, including numbers/percentage of students taking the exams and percentage meeting college readiness on the CAASPP.
- d. 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.
- e. English Learner Proficiency, including performance on EL indicator from the California School Dashboard and other relevant data:
 - 1. English learner reclassification rate: Long Term English Learners (LTELs) are included in this data.
 - 2. English Language Proficiency Assessments for California (ELPAC) results when available.
- f. Other Local Assessments, As Applicable
 - 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. Average daily rate of attendance
- e. 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 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 as reflected in the College and Career Indicator (CCI) indicator on the Dashboard and other local measures, including percent of students prepared for college and career
- 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. Copy of the school budget and expenditures per pupil. Include funding sources, e.g., Title I, grants, or 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.

F. Perception Data

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

G. Summary of Profile (*Prepare a draft summary of what these data sources tell about student achievement and the school community for discussion by all stakeholders—Task 2, procedures #3 and #4.*)

1. What are the implications of the data with respect to student performance?
2. Select two to three major preliminary student learner needs based on the data.
3. List important questions that have been raised by the analysis of student performance, demographics, and perception data.

See the related online links in the school report format on page 30.

Task 3: Evaluate the quality of the school program in relation to the ACS WASC/CDE criteria with emphasis on the identified major student learner needs; synthesize the information, determine strengths and growth areas for continuous school improvement

Product

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

For each category of criteria include:

1. Findings and supporting evidence for each criterion in the category
2. A list of strengths
3. A list of prioritized growth areas for continuous school improvement.

➔ **Note:** The five criteria categories are:

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

Provide evidence through hyperlinks or Dropbox.

Participants

- Leadership Team
- Focus Groups
- Home Groups.

Procedures

1. **Schoolwide Focus Groups: Understanding the Concepts of All Criteria within the Categories:**
 - a. Review and discuss all five categories of criteria in order to understand that these concepts are guidelines for continuous school improvement
 - b. Discuss in detail the criteria, indicators, and prompts for the assigned criteria category and decide what is already known from experience at the school.
 - c. Review the drafts for Chapters I and II (progress report, profile and draft summary on data implications, the preliminary 2–3 major student learner needs, and important questions.

- d. Based on the criteria/indicators/prompts, decide what data/information/evidence is needed to determine what currently exists and its effectiveness.
- e. Review the list of areas to analyze and examine for each criterion to assist with this discussion.
- f. Use this evidence to evaluate the school's effectiveness in addressing each criterion/indicators in order to determine strengths and growth areas.

2. Home Groups: Gathering and Analyzing Data needed by Focus Groups:

Gather and analyze the data and information that is needed by the Focus Groups, based on the identified preliminary major student learner needs, observing student engagement, conducting walkthroughs, and interviewing or surveying students. Share findings with appropriate Schoolwide Focus Groups.

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

3. Schoolwide Focus Groups: Discussing and Analyzing Home Group Information:

Discuss and analyze the Home Group information gathered and analyzed about the selected major student learner needs, related schoolwide learner outcomes, and academic standards. Then examine the school program in relation to the ACS WASC/CDE criteria/indicators/prompts in the Tools section that are 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?

4. Schoolwide Focus Groups: Gathering and Analyzing Pertinent Data:

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 major student learner needs, related schoolwide learner outcomes, and academic standards.

5. Home Groups: Gathering and Analyzing Additional Data:

All members gather and analyze the additional requested information.

6. Schoolwide Focus Groups: Reviewing and Synthesizing Data and Findings:

- a. Review all evidence about the designated ACS WASC/CDE criteria/indicators.
- b. Synthesize the information and data analyzed.
- c. Summarize the analytical findings and related evidence, degree of effectiveness based on the criteria and indicators and the major student learner needs.
- 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 major student learner needs, the schoolwide learner outcomes, academic standards, and the criteria concepts?
- Was the accuracy of the findings discussed and supported by evidence?
- Did discussion occur about how the findings relate to supporting the learner needs of all students and how the evidence may have changed the identified major student learner 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: Summarize identified major student learner needs based on profile and Focus Group analysis and findings

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

Product

Task 4: Self-Study Report: Chapter IV: Summary of Identified Major Student Learner Needs based on Student/Community Profile, Focus Group Findings, and California Dashboard Indicators

Participants

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

Procedures

Leadership Team and Stakeholders:

- a. Determine if the preliminary student learner needs need to be changed or modified based on the Focus Group findings prior to updating the schoolwide action plan/SPSA, aligned with the LCAP. Make appropriate changes in the student learner needs, if applicable.
- b. Provide a summary confirming the identified student learner needs based on the profile and the Focus Group findings.
- c. Generate a table (5 columns and 3 rows) of all the strengths, growth areas and next steps from all the criteria categories.
- d. Determine themes or strands that emerge from all the strengths and growth areas listed in the table. Provide a summary of these themes for use in revising the schoolwide action plan/SPSA (Task 5).
- e. Discuss how these themes or strands inform what strategies and activities are needed to ensure the identified major student learner needs are being addressed.



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 major student learner needs, and the findings from the Focus Groups using the table?
- Has the school obtained input from all members of the school community as the implications and identification of the major student learner 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 major student learner 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 major student learner needs and the major themes or strands determined from the strengths and growth areas?

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

➔ **Note:** The product is a revised schoolwide action plan/SPSA based on the results of the self-study and aligned with the district LCAP. The school integrates the school initiatives into one action plan aligned to the LCAP.

Product

Self-Study Report

Chapter V: “Schoolwide Action Plan/SPSA”

A. Revise the schoolwide action plan/SPSA, include the following:

- Goals that are student-focused, including measurable outcomes
- Identified major student learner needs and schoolwide learner outcomes/graduate profile
- Annual measurable outcomes
- Measurable ways of assessing progress, including student achievement of the major student learner needs, schoolwide learner outcomes, and academic standards
- Strategies/activities to accomplish goals
- Resources and proposed expenditures
- Who is responsible and involved
- Timeline.

B. State any additional activities to close achievement gaps of student groups in the schoolwide action plan/SPSA

C. Describe the school’s overall follow-up process to ensure a continuous school improvement process.

➔ **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. Use the table of all the strengths, growth areas for continuous improvement, and proposed next steps from each of the five categories (prepared for Task 4).
3. Review the current schoolwide action plan/SPSA and district LCAP and decide upon appropriate modifications based on the resulting themes emerging from the self-study.
4. Synthesize or incorporate the identified growth areas for continuous improvement into the schoolwide action plan/SPSA.
5. Ensure that the goals are student-focused.
6. Ensure that measurable outcomes have been established for each major student learner needs, related schoolwide learner outcome(s), and student group priorities, as appropriate.
7. Gather feedback, gain consensus, and ensure commitment of all groups on the revised schoolwide action plan/SPSA.
8. Revise or modify the schoolwide action plan/SPSA and obtain all required approvals.
9. Establish a process to monitor student learning based on the major student learner needs, the schoolwide learner outcomes, academic standards, and progress on each schoolwide action plan/SPSA section (i.e., annual progress report to all stakeholders, the board, and advisory groups).
10. Describe the school's overall follow-up process for continuous school improvement. 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 schoolwide action plan/SPSA organized around measurable growth targets and benchmarks for all appropriate student groups?
- Do the schoolwide action plan/SPSA goals address the learning needs of students as identified in the student/community profile?
- Has the school integrated other initiatives to create one comprehensive schoolwide action plan/SPSA?
- Does the schoolwide action plan/SPSA 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 into the schoolwide action plan/SPSA after the visit?
- Is there a sound follow-up process that will be used to implement and monitor the accomplishment of the schoolwide action plan/SPSA and modify as needed?

**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 major student learner needs*.

A self-study report template is available and can be found on the ACS WASC website in Microsoft Word or Google Doc. The Tools section of this manual correlates directly to Chapter III 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: Curriculum

Category C: Learning and Teaching

Category D: Assessment and Accountability

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.

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, independent study, online, and dual enrollment 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.
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**.
3. Support responses with analyzed, observable evidence.
 - ➔ **Note:** Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

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

4. Develop an overall list of strengths and growth areas for each of the five categories that will be used in Tasks 4 and 5.

**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.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: 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.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: 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.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: 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. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Suggested 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 summary
- 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 schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

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

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Suggested 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: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of 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 schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based and Collaborative: 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.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: 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.

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

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Suggested 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 schoolwide action plan/SPSA, the LCAP, and analysis of student achievement of the major student learner needs, the schoolwide learner outcomes, and academic standards
- The degree of correlation between allocation of time/fiscal/personnel resources, pacing guides, improvement plans, and learning results
- The specific benchmarks and accountability tools used in the monitoring process
- Indications of the number of staff involved in the schoolwide action plan/SPSA
- 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 the schoolwide action plan/SPSA
- Other identified evidence.

A4. Staff: Qualified and Professional Development Criterion

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

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff 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.

A4.2. Professional Development and Learning: 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. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

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

A4.5. Communication and Understanding of School Policies and Procedures: 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. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Suggested 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 schoolwide action plan/SPSA 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.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: 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.

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

A5.4. Instructional Materials and Equipment: 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.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Suggested 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 major student learner 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 schoolwide action plan/SPSA which describes how resources will be utilized
- How all resources are being coordinated to support all students accomplishing the major student learner needs, academic standards, and schoolwide learner outcomes
- How district resources are being applied to students accomplishing the major student learner needs, academic standards, and schoolwide learner outcomes

- The processes in place to monitor progress of the goals, actions and services in the LCAP and the schoolwide action plan/SPSA to ensure all students are accomplishing the schooled learner outcomes/graduate profile 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

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: 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.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

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

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

A6. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Suggested 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
- Charter 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 long-range financial (and other resources) plan which is regularly reviewed and linked to the school's vision, mission, major student learner needs, and schoolwide learner outcomes
- Defined regular accounting and external audit procedures
- Evidence that the school provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves
- The marketing strategies used to support the implementation of the developmental program
- The research and information used to form the long-range plan
- The involvement of stakeholders in the future planning

- 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, major student learner needs, and the schoolwide learner outcomes
- The budgeting process involves board, administration, faculty, and staff, as appropriate
- The annual budget, its development and monitoring process, and its "transparency"
- 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
- 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 payroll information
- 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 schoolwide action plan/SPSA goals 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: Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

- 1.
- 2.
- 3.
4. ...

Areas of Growth

- 1.
 - 2.
 - 3.
 4. ...
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

**Category B:
Curriculum**

B: 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.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: 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.

B1.3. Congruence with Student Learner Outcomes and Standards: 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.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, 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. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Suggested 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 program and other activities facilitate access and successful educational outcomes for all students and how the program specifically supports English learner, economically disadvantaged, underachieving, gifted and talented and special education students
- 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. Equity and 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.

Indicators

B2.1. Variety of Programs — Full Range of Choices: 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 career technical options for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

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

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Suggested 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. Curriculum: Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

- 1.
- 2.
- 3.
4. ...

Areas of Growth

- 1.
 - 2.
 - 3.
 4. ...
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

**Category C:
Learning and Teaching**

C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning 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

C1.1. Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Suggested 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-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Suggested Areas to Analyze and Examine

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

- The degree to which differentiated learning opportunities for 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
- 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 and technology 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. Learning and Teaching: Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

- 1.
- 2.
- 3.
4. ...

Areas of Growth

- 1.
 - 2.
 - 3.
 4. ...
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

**Category D:
Assessment and Accountability**

D. Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide 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.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Suggested 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 Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

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

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: 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. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Suggested 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 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. Assessment and Accountability: Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

- 1.
- 2.
- 3.
4. ...

Areas of Growth

- 1.
 - 2.
 - 3.
 4. ...
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

**Category E:
School Culture and Support for Student
Personal, Social-Emotional, and Academic
Growth**

E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

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

Indicators

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Suggested 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
- School Site Council meeting agenda and minutes
- Other identified evidence.

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: 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.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Suggested 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, Social-Emotional, and Academic Student Support Criterion

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

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures 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. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Suggested 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, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

- 1.
- 2.
- 3.
4. ...

Areas of Growth

- 1.
 - 2.
 - 3.
 4. ...
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

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, 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. Technology support and equipment should be made available to the visiting committee, including access to evidence via hyperlinks and/or Dropbox.

➔ **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 an electronic 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/SPSA.

Staff members and other stakeholders review the schoolwide action plan/SPSA and the reports by the Focus Groups. Using this information, the Leadership Team continues to refine the schoolwide action plan/SPSA.

5. SC completes preparation for the ACS WASC visit.

SC verifies all visiting committee visit arrangements: housing, meals, technical and clerical support, school map, master schedule, parking facilities, name tags, etc. SC ensures the availability of electronic references to support the self-study findings and 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 growth areas for continuous improvement left by the visiting committee in the report into a modified schoolwide action plan/SPSA.



Self-Check Questions

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

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

- An electronic copy of the **modified schoolwide action plan/SPSA** 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 167.
 - 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 self-study expectations 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/graduate profile 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/graduate profile, academic standards, and ACS WASC/CDE criteria
 5. The alignment of a schoolwide action plan/SPSA to the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA.
- ___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/graduate profile and review past reports, schoolwide action plan/SPSA, etc. Obtain current schoolwide action plan/SPSA, Local Control and Accountability Plan (LCAP), prior pertinent reports, view website, California Dashboard and CDE data, etc. (Examples of reports include prior self-study and mid-cycle and revisit reports, previous schoolwide action plan/SPSA, 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/graduate profile, identified major student learner needs, and progress report, one or more Focus Group summaries, and draft of the updated schoolwide action plan/SPSA. Ensure that the major student learner needs are addressed throughout the analysis of the school's program based on the criteria areas and found in the schoolwide action plan/SPSA. Provide timely feedback.

a. The calendar/timeline for the self-study process

- Has the timeline been developed so that the self-study is sent electronically 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 *expectations* 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/SPSA? For example, has the school considered maintaining the Focus Groups after the visit to oversee the schoolwide action plan/SPSA goals?

c. Refinement and use of the student/community profile data

- Has the Leadership Team gathered and analyzed all required and other pertinent data, including the California Dashboard, 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 major student learner needs and the related important questions noted in the profile summary?

-
- d. Understanding the vision, mission, and schoolwide learner outcomes/graduate profile
- Has the Leadership Team involved the stakeholders in a review of the current vision, mission, and schoolwide learner outcomes/graduate profile in relation to the current major student learner needs and future challenges for the students in order to be globally competent?
 - To what extent is there commitment to accomplishing the schoolwide learner outcomes/graduate profile from all certificated staff, all students, and other stakeholder groups?
 - To what extent has the school developed measurable indicators of the schoolwide learner outcomes/graduate profile and defined their quality accomplishment?
 - Do the stakeholders understand how to use the profile data, including the vision, mission, the major student learner needs, and schoolwide learner outcomes/graduate profile, to guide further inquiry about student achievement and the school programs?
 - Is there understanding of the complementary relationship of schoolwide learner outcomes/graduate profile to academic standards?
- e. Progress since the previous full self-study
- Did the school show how all schoolwide growth areas for continuous improvement identified by visiting committees since the last full self-study were integrated into the schoolwide action plan/SPSA addressed?
 - Is there evidence that the progress has impacted student learning?
- f. Analysis and synthesis of the quality of the school program in relation to the schoolwide learner outcomes/graduate profile, 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/graduate profile?
 - 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/SPSA and monitoring process. Schoolwide action plan/SPSA goals include:
- Statement of the area for improvement
 - Rationale for area based on self-study findings and California Dashboard indicators
 - Impact on student learning of academic standards and schoolwide learner outcomes/graduate profile
 - Who is responsible and involved
 - Specific strategies and activities
 - Timeline

- Resources
- Ways of assessing progress, including student achievement of the schoolwide learner outcomes/graduate profile and academic standards
- Means to report progress to all stakeholders.
- Is the schoolwide action plan/SPSA organized around growth targets and benchmarks for all appropriate student groups?
- Do the schoolwide action plan/SPSA goals 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/SPSA?
- Is the schoolwide action plan/SPSA 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/SPSA after the visit?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the schoolwide action plan/SPSA 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/graduate profile, academic standards, and ACS WASC/CDE criteria
 - A linkage to identified major student learner needs, “identified growth areas,” and schoolwide action plan/SPSA goals
 - 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 or emails.
- 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/graduate profile, progress report, the draft Focus Group summaries, and the schoolwide action plan/SPSA and LCAP summary.
- d. Appropriate technical 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 major student learner needs, and the mission, vision, and schoolwide learner outcomes/graduate profile
 - 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 draft narrative statements should be sent to the visiting committee chair prior to the visit. The chair will create a draft 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 schoolwide action plan/SPSA goals
 - b. Date the school completes and sends the self-study report
 - c. Preparation of reference/evidence materials for visit
 - d. Receipt of list of references/evidence
 - e. Availability and knowledge of 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 draft writing or add to Google Docs
 - d. Offer additional assistance to 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: Preface, brief comments on the self-study outcomes; Chapter I, response to the school's progress report; Chapter II, summary of key information from the student/community profile; and Chapter V, continuous school improvement based on the schoolwide action plan/SPSA. Include all thoughts from the visiting committee members for these sections and their drafts for Chapter III, 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 Docs 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 major student learner needs and the schoolwide learner outcomes/graduate profile 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/graduate profile and academic standards

- e. Discussion of the self-study report: findings, trends, and perceptions based on the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria (questions, concerns, and draft 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 findings and perceptions
- g. Review of the initial meeting with the Leadership Team and the overall schedule, including important strategies to use during the meetings
- h. Modeling the collaborative development of questions for the initial Leadership Team meeting to ensure consensus of all visiting committee members
- i. Review of the accreditation status determination and the documentation/justification statement 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/graduate profile 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/graduate profile, 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/SPSA aligned with the LCAP.
- ___6. At the final meeting with the Leadership Team, facilitate a thorough dialogue about the schoolwide action plan/SPSA based upon the school and visiting committee findings in relation to the schoolwide learner outcomes/graduate profile, academic standards, California Dashboard indicators, 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 growth areas for continuous improvement include a “who,” “what,” and “why” in terms of impact on student learning. Distinguish the different types of growth areas 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 growth areas for continuous improvement into the schoolwide action plan/SPSA
 - 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 growth areas for continuous improvement into the schoolwide action plan/SPSA 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 electronically 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 *ACS WASC/CDE Focus on Learning* manual, and the reference cards.
- ___4. Become aware of the expectations 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/graduate profile 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/graduate profile, academic standards, and ACS WASC/CDE criteria
 - The alignment of a schoolwide action plan/SPSA to the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA.
- ___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 Docs 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 major student learner needs, and the schoolwide learner outcomes/graduate profile, including the California Dashboard; critique the schoolwide action plan/SPSA
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 major student learner needs, schoolwide learner outcomes/graduate profile, academic standards, and the concepts of the criteria?
 - Does the schoolwide action plan/SPSA address the major identified growth areas and enhance the learning of all students as identified in the student/community profile?
 - Are the major student learner needs and the schoolwide learner outcomes/graduate profile being addressed through the schoolwide action plan/SPSA?
 - Is the schoolwide action plan/SPSA feasible and realistic? Are resources considered for each schoolwide action plan/SPSA section?
 - Do the ways of assessing progress include the analysis of student learning?
 - Is there sufficient schoolwide and district commitment to the implementing and monitoring of the schoolwide action plan/SPSA aligned to the LCAP?
 - c. Write draft narrative statements in response to the criteria including the relationship of the concepts of the criteria/indicators to the schoolwide learner outcomes/graduate profile and major student learner needs. Include questions regarding issues, concerns, clarifications and evidence that should be pursued during the visit. Send these to the visiting committee chair prior to the visit.
- ___8. Ensure that the chair has received in a timely manner all previsit preparation questions and comments for the entire self-study report and the tentative narrative statements for the assigned sections of the report.
- ___9. Receive the final communication from the chairperson that:
- a. Offers further assistance and clarification of tasks based on the school schedule
 - b. Confirms the initial meeting time and visit logistics
 - c. Reviews how reimbursable expenses are to be handled.
- ___10. Bring the following materials electronically or in hard copy to visit: (Note: Many chairs are using Google Docs 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. Keep all receipts.

___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 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/graduate profile and academic standards are being accomplished.

___4. Look for evidence of continuous 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/SPSA.
- ___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 continuous 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 AM	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 1-½ 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 growth areas for continuous improvement
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 schoolwide learner outcomes/graduate profile.
- 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/graduate profile and academic standards (*note the selected schoolwide learner outcomes/graduate profile 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/graduate profile, academic standards, and ACS WASC/CDE criteria
 5. The alignment of a schoolwide action plan/SPSA to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan/SPSA.

Chapter I: Progress Report (2 pages)

Since the last self-study:

- Comment on the school's major changes and follow-up process
- Provide an analytical summary about the accomplishment of the schoolwide action plan/SPSA goals and activities referencing the growth areas for continuous improvement
- Comment on how progress on the goal and activities are supported by relevance evidence.
- Comment on how the outcomes and activities have impacted student achievement.

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 major student learner needs and their linkage to schoolwide learner outcomes/graduate profile

➔ **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. Curriculum
- C. Learning and Teaching
- D. Assessment and Accountability
- E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.

- Analyze and summarize the effectiveness of the current program and its impact on student learning
- Highlight areas of strength (if any)
- Highlight the growth areas for continuous improvement (if any)
- List important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement.

➔ **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 Growth Areas for Continuous Improvement

- Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report*
- Synthesize schoolwide growth areas for continuous improvement and list numerically. *Be sure that these can be documented by other sections of the report.*
 - ✓ Ensure that all Growth 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 schoolwide action plan/SPSA goals
 - ✓ Identify any additional areas to be added to the schoolwide action plan/SPSA that have been identified by the visiting committee.

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

- Include a brief summary of the schoolwide action plan/SPSA
- Comment on the following school improvement issues:
 - ✓ Adequacy of the schoolwide action plan/SPSA in addressing the identified growth areas for continuous improvement
 - ♦ Do the schoolwide action plan/SPSA goals address the growth areas for continuous school improvement?
 - ♦ Will the schoolwide action plan/SPSA goals/activities enhance student learning?
 - ♦ Is the schoolwide action plan/SPSA a “user-friendly” schoolwide action plan that has integrated all major school initiatives?
 - ♦ Is the schoolwide action plan/SPSA feasible within existing resources?
 - ♦ Is there sufficient school and district commitment to implementing and monitoring the schoolwide action plan/SPSA aligned with the 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/SPSA.

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 continuous 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. *Curriculum* that supports high achievement for all students
5. *Learning and Teaching* that supports high achievement for all students
6. *Assessment and Accountability* that supports high achievement for all students
7. *School Culture and Support for Student Personal, Social-Emotional, and Academic Growth* that supports high achievement for all students
8. Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile, academic standards, and other institutional and/or governing authority expectations
9. The alignment of a schoolwide action plan/SPSA 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/SPSA.

CONFIDENTIAL



CONFIDENTIAL
Accrediting Commission for Schools
Western Association of Schools and Colleges

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:

SAMPLE

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:

Form with four options for accreditation status recommendation: Six-Year Accreditation Status with a Mid-cycle Progress Report, Six-Year Accreditation Status with a Mid-cycle Progress Report and (choose one option below), Probationary Accreditation Status with an In-depth Progress Report and Two-Day Visit, and Accreditation Status Withheld.

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

VISITING COMMITTEE MEMBERS

Signature lines for Visiting Committee Members, including fields for name, date, and title.

Barry R. Groves, President | Marilyn S. George, Executive Vice President

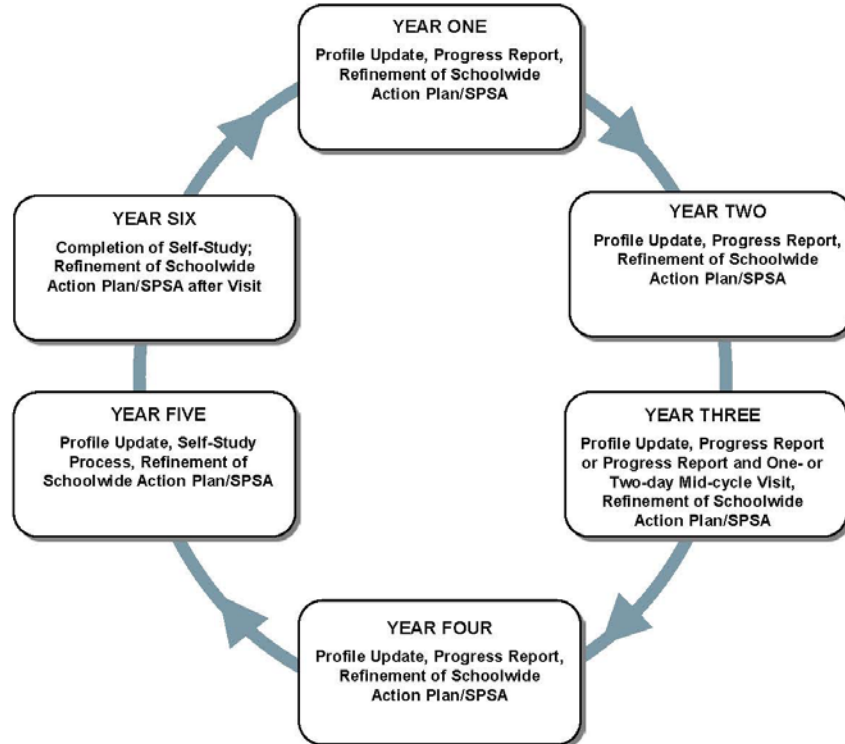
Main Office: 533 Airport Blvd., Suite 200, Burlingame, CA 94010 | mail@acs-wasc.org | (650) 696-1060 | www.acs-wasc.org
Southern Office: 11590 West Bernardo Court, Suite 120, San Diego, CA 92127

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 continuous 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 schoolwide action plan/SPSA aligned with the LCAP. Throughout the cycle, a school is expected to (1) address the schoolwide action plan/SPSA goals and the California Dashboard indicators; and (2) demonstrate evidence of acceptable student achievement and continuous 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/SPSA aligned to the areas of greatest need impacting student achievement and the LCAP
- Institutional and/or governing authority expectations pertaining to the school.



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/SPSA, including addressing the identified growth areas for continuous improvement (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/SPSA goals as needed.

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

- Addressed the growth areas for continuous improvement through the schoolwide action plan/SPSA goals
- Made appropriate progress on the implementation of the schoolwide action plan/SPSA goals
- Improved student achievement relative to the schoolwide learner outcomes/graduate profile 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 One-Day 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/SPSA, including addressing the identified growth areas for continuous improvement. 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/SPSA goals 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 growth areas for continuous improvement throughout the schoolwide action plan/SPSA
- Made appropriate progress on the implementation of the schoolwide action plan/SPSA goals
- Improved student achievement relative to the schoolwide learner outcomes/graduate profile 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 Two-Day 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 growth areas for continuous improvement through the schoolwide action plan/SPSA
- Made appropriate progress on implementation of the schoolwide action plan/SPSA goals
- Improved student achievement relative to the schoolwide learner outcomes/graduate profile 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 Two-Day 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 areas and needs serious additional support, feedback, and encouragement in meeting the identified growth areas for continuous improvement 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 growth areas for continuous improvement in the schoolwide action plan/SPSA goals
- Made appropriate progress on the implementation of the schoolwide action plan/SPSA goals
- Improved student achievement relative to the schoolwide learner outcomes/graduate profile 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 growth areas for continuous improvement 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.

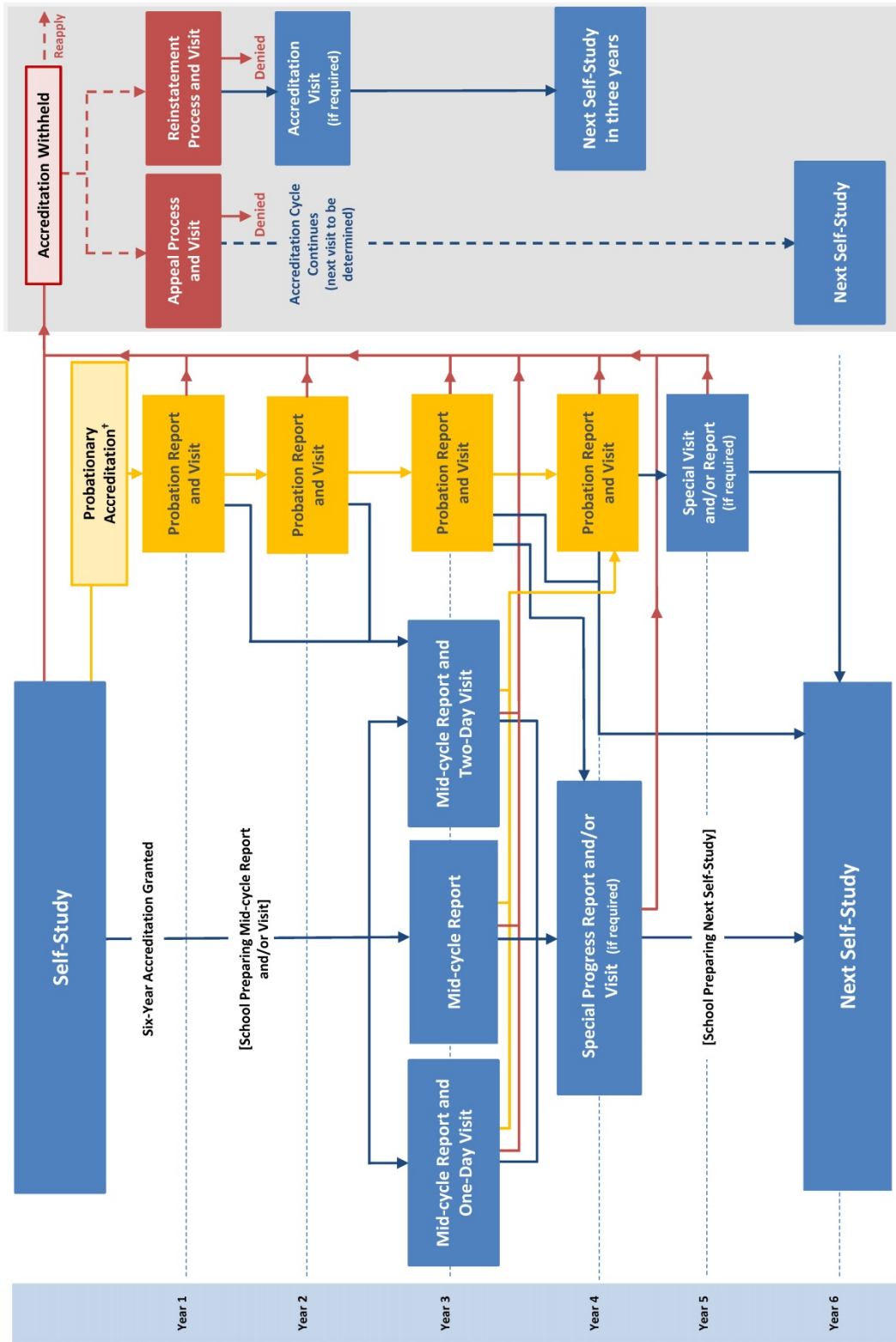
After the Reinstatement Visit, the Commission may grant one of the following options:

- If a school satisfactorily addresses the growth areas for continuous improvement 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 growth areas for continuous improvement 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 growth areas for continuous improvement 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 Accreditation Status Timeline*



*A special visit and/or report may be required at any time in the accreditation cycle.
 †Probationary accreditation status may be appealed.

**ACS WASC/CDE JOINT PROCESS
DOCUMENTATION AND JUSTIFICATION STATEMENT
[ACS WASC/CDE 2019 Edition for California public schools 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/graduate profile 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: Data-Informed Decision Making and Continuous School 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. *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. *Curriculum: Equity and Access to Curriculum that support high achievement for all students. (B2)*

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

11. *Learning and Teaching: Student Engagement in Challenging and Relevant Learning* that supports high achievement for all students. (C1)

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

12. *Learning and Teaching: Student-Centered Instruction through a Variety of Strategies and Resources* that supports high achievement for all students. (C2)

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

13. *Assessment and Accountability: Reporting and Accountability Processes* that supports high achievement for all students. (D1)

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

14. Assessment and Accountability: Use of Student Assessment Strategies 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, Social-Emotional, 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, Social-Emotional, and Academic Growth: School Culture and 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, Social-Emotional, and Academic Growth: Personal, Social-Emotional, 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/graduate profile (major student learner 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 schoolwide action plan/SPSA 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/SPSA.

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 for continuous improvement
- The capacity of the school to implement and monitor the schoolwide action plan/SPSA.

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/SPSA**
- **Send a copy of the revised schoolwide action plan/SPSA 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 goal of the schoolwide action plan. The narrative suggestions and growth areas for continuous improvement left by the visiting committee should be integrated into the schoolwide action plan/SPSA.

A copy of the modified schoolwide action plan/SPSA 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/graduate profile, academic standards, and the California Dashboard; this will result in modifications annually of the schoolwide action plan/SPSA, 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 schoolwide action plan/SPSA 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: Continuous School Improvement

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

1. Annually update the student/community profile and discuss with all stakeholders.
2. Annually summarize progress on the schoolwide action plan/SPSA goals, noting key evidence, and make any necessary modifications or refinements in the schoolwide action plan/SPSA.
3. Annually, review the schoolwide learner outcomes/graduate profile, major student learner needs, and 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 schoolwide action plan/SPSA. 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 schoolwide action plan/SPSA
 - b. The operating schoolwide action plan/SPSA and its alignment with the LCAP
 - 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/SPSA to show what will be accomplished in detail for the following year and more broadly during the subsequent two years. Annually, the schoolwide action plan/SPSA 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, major student learner needs
 - b. Vision, mission, and schoolwide learner outcomes/graduate profile
 - c. Overall progress report since last full visit (or initial visit)
 - d. Findings and supporting evidence
 - e. Updated schoolwide action plan/SPSA.

Self-Study Expectations

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/graduate profile and academic standards.
3. The analysis of the California Dashboard indicators and additional 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/graduate profile, academic standards, and ACS WASC/CDE criteria.
5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.