ACS WASC/CDE Training Webinar

Part Three for California Public Schools hosting a visit in 2019-20 School Year
Today’s Agenda

Getting Ready

The Visit

After the Visit
Key Pages for the Visit

Self-Study Coordinator Visit Preparation Checklist pp. 133-136

Sample Schedule for the visit pp. 151-153

Self-Study Coordinator Post-Visit Checklist p. 181
Document Template


Each category of Chapter III is also available as a separate Word or Google Docs template.

Chapter III:
Category A: Word Doc Template | Google Drive (Docs) Template
Category B: Word Doc Template | Google Drive (Docs) Template
Category C: Word Doc Template | Google Drive (Docs) Template
Category D: Word Doc Template | Google Drive (Docs) Template
Category E: Word Doc Template | Google Drive (Docs) Template

https://www.acswasc.org/schools/public-california/
Chapter I: Progress Report: School’s progress and the impact on students since the previous full self-study

How well are the students learning and achieving?

Is the school doing everything possible to support high achievement of all students?

Key to the visiting committee’s understanding of the school staff’s commitment to improving student learning
Chapter II: Major Student Learning Needs

Approximately 40% of our 9th grade students are unprepared for Algebra.

Students’ academic writing generally is weak.

EL students have limited academic vocabulary in English.

Students’ motivation and/or interest
Chapter III: Program Evaluation
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.
Chapter IV: Summary of Major Student Learning Needs
Chapter V: Action Plan

Embedded in LCAP

Emphasis on identified Major Student Learning Needs

Clear process for managing and adjusting the plan
Getting ready for the Visiting Committee

Accommodations and directions

Technology, snacks/water, class schedule, keys, allergies, parking, campus map

Visiting Committee Member Reimbursement
Getting Ready at school

Remember what you’ve learned and agreed to

Campus Walk

Brief students

Schedule and Participants
Chairperson Previsit

- Get Acquainted
- Communication
- Questions and Details
- Pre reading of School Report
Other

HELPFUL TIPS & Ideas
Today’s Agenda

Getting Ready

The Visit

After the Visit
Sunday

Getting acquainted & started

Monday and Tuesday

Classroom/campus observations
Meetings with identified groups
Feedback meeting with leadership team
Meeting with Central Office staff

Wednesday

Filling the gaps
Discussion of VC Report findings
generally over lunch

Public oral report to staff and stakeholders

Manual pages 151-153
Sunday Meeting gets everyone acquainted & sets the stage for support the total involvement and collaboration of all stakeholders

Participants

School Staff

District Office Staff

Key Partner/Supporters

Family Members/Students
Meeting Strategies

Arrive on time

Help arrange the room of necessary

Respond when asked or you know something or are called on

Help with the clean-up
Questions

What did you learn?
How does this work?
What are the ‘next steps?’
How will you know?
How will you manage the plan?
How will you know your success?
Monday and Tuesday
Goal is the Action Plan/LCFF

Process for Managing, Monitoring, and Adjusting the Plan
Wednesday

Final polishing of the report of the visiting committee

Lunch and discussion for school/report leadership and visiting committee

Public Presentation of the Report by the Visiting Committee
Local Control and Accountability Plan (LCAP)

The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. This page provides resources to support the planning, implementation and evaluation of an LCAP.

Visiting Committee Report: Chapter IV

Generally follows the school report including identifying strengths and growth areas in Chapter III including identifying strengths and growth areas for each section.

In Chapter IV they synthesize schoolwide strengths and growth areas for continuous improvement linked to the other sections of the report. In addition, the Visiting Committee can add additional strengths and/or growth areas not mentioned in the report.

School staff are to incorporate the SCHOOL WIDE areas for improvement into their schoolwide action plan/LCAP.
ACS WASC/CDE Status Determination Worksheet

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

**Directions**
1. Discuss the evidence reviewed through the self-study and the visit for each of the factors. Particularly examine the schoolwide strengths and the growth areas for continuous improvement.
2. Individually, read the factors and the supporting rubrics. Mark an "X" for the most appropriate rating in the box provided.
3. Read the attached sheets with the ACS WASC/CDE criteria and indicators prior to marking the most appropriate rating.
4. As a visiting committee, come to consensus on the most appropriate rating. NOTE: The rubrics are guides to assist in the synthesis of the visiting committee's findings from the self-study and the visit. Other points may need to be brought into the discussion.
5. Complete the official "Documentation and Justification Statement."

   - **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.

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

<table>
<thead>
<tr>
<th>Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All school instructional staff and other stakeholders (e.g., Board, administration, parents) involved in data review, analysis and dialogue about perceived strengths and areas of need. Major student learner needs based on the student/community profile analysis addressed by all stakeholders throughout the evaluation of the school program and operations in relation to the ACS WASC/CDE criteria. Self-study occurs in an environment of ongoing systemic analysis of school effectiveness.</td>
<td>☑️</td>
<td>☑️</td>
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<td>☑️</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ongoing systemic improvement integral to school's culture involving all stakeholders. A review annually by school stakeholders of student profile data about achievement and demographics in relation to schoolwide action plan progress. Impact of action plan progress on student learning analyzed, including major student learner needs. Plan updated as needed. Formal progress report prepared and shared with all stakeholders.</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
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</tr>
<tr>
<td>• Addressing prior accreditation findings occurs but not rooted in systemic change at school and data analysis. Some review by a few stakeholders on action plan progress and impact on student learning, including major student learner needs. Some stakeholders involved in action plan update. Informal process for involving and informing stakeholders.</td>
<td>☑️</td>
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</tr>
<tr>
<td>• Limited addressing of prior accreditation findings occurs. Limited review by a few stakeholders on action plan progress and impact on student learning, including major student learner needs. Limited involvement of stakeholders in action plan update. No formal or informal process regularly used to involve and inform stakeholders.</td>
<td>☑️</td>
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</tr>
<tr>
<td>• Little, if any, addressing of prior accreditation findings by leadership and other stakeholders.</td>
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</tbody>
</table>
# Status Determination Worksheet ACS WASC/CDE 2018, (Edited for 2019-20 SY)

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

## The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of all appropriate data/information about the major student learner needs and student achievement, school operation and program supports the identified prioritized growth areas in action plan.</td>
<td>Analysis of some data/information about the major student learner needs and student achievement, school operation, and program supports the identified prioritized growth areas in action plan.</td>
<td>Analysis of limited data/information about the major student learner needs and student achievement, school operation and program supports the identified prioritized growth areas included in the schoolwide action plan.</td>
<td>Analysis of little, if any, data/information about the major student learner needs and student achievement and program supports the identified prioritized growth areas.</td>
</tr>
<tr>
<td>Strong focus on improving student achievement in each action plan section.</td>
<td>Focus on improving student achievement in some action plan sections.</td>
<td>Limited focus on improving student achievement in action plan sections.</td>
<td>Little, if any, focus on improving student achievement in action plan sections.</td>
</tr>
<tr>
<td>Clarity of each action plan section that includes suggested components.</td>
<td>General clarity in some action plan sections that includes suggested components.</td>
<td>Lack of clarity in action plan sections.</td>
<td>Little clarity in action plan sections.</td>
</tr>
</tbody>
</table>

## The capacity to implement and monitor the schoolwide action plan.

| Process that includes both formative and summative evaluation in place. | Process includes some formative evaluation but focus is mainly summative. | Limited understanding by school administrative and instructional staff about the need for implementation. | Process of implementation not clarified as to who and what will be accomplished. |
| Plan developed collaboratively. | Plan developed collaboratively. | Link of action plan to student learning limited, not clearly understood by administrative and instructional staff and other stakeholders. | Little understanding of need and value of action plan linked to high student achievement by administrative and instructional staff and other stakeholders. |
| All stakeholders aware and consent to be involved in implementation. | General awareness and consent to be involved in implementation. | | |
| Actors evaluated in terms of impact on student achievement and results shared regularly with all stakeholders. | Plan evaluated annually. | | |
| Evaluation results used to identify priorities and further actions for improvement. | School staff and periodically other stakeholders informed of action plan progress. | | |

Presentation to School Community

Thanks and good wishes

Key issues and findings

“Final” DRAFT of VC report left with the principal

Depart with thanks but NO indication of recommendation to the ACS WASC Commissioners
ACS WASC Commissioners decide on status based on the Documentation and Justification Report and the Visiting Committee Report

ACS WASC COMMISSIONERS
(listed by the organizations they represent)

Officers
Stephen Cathers, Chairperson
Gregory Franklin, Vice Chairperson

Association of California School Administrators
Grant Bennett
Ron Carruth
Orlee J. Douglas
Juan A. Flecha
Katherine Thorossian
Diana Walsh-Seuss

Association of Christian Schools International
Lee Duncan

California Association of Independent Schools
Doreen Gleeson

California Association of Private School Organizations
Marcha Serfin

California Congress of Parents and Teachers, Inc.
Sophia Vaugh

California Department of Education
Thomas Adams

California Federation of Teachers
Samantha Benish

California School Boards Association
Barbara Nunes

California Teachers Association
Danny Blas

Charter Schools
Laura Herman

East Asia Regional Council of Schools
Stephen Cathers

Hawaii Association of Independent Schools
R. David Sauder
Melissa Hardy

Hawaii Government Employees’ Association
Derek Minakami

Hawaii State Department of Education
Andrea Fukunoto
Rodney Luke

National Lutheran School Accreditation
Krisie Fohra

Pacific Islands
Jon Fernandez

Pacific Union Conference of Seventh-day Adventists
Berit von Pohle

Postsecondary Education
Matthew Russo

Public Members
H. Mitchell O’Lier
Joe Mitchell

Western Catholic Educational Association
Michael Alvarez
Nancy Coonis
Linda Norman
Kim Shields

Commission Update

The Commission is comprised of individuals representing the various constituencies of ACS WASC. The Commission convenes three times a year.

2019 Commission Meetings

Winter
January 28 – 29, 2019
Honolulu, HI

Spring
April 29 – 30, 2019
Burlingame, CA

Summer
June 24 – 25, 2019
Burlingame, CA

ACS WASC Commission Members

Members who left the Commission this June include: Erika Cruz, Suzanne Mulcahy, Sally Todd, Joel Wahlers, Laurel Salerno-White, and David Yoshihara. We deeply appreciate the excellent service provided by these Commissioners and wish them well in their continued service to others.


ACS WASC Commissioners at June 2018 Meeting

Today’s Agenda

Getting Ready

The Visit

After the Visit
Revise LCAP to incorporate/strengthen Major Areas for Follow-up identified by the Visiting Committee

Within 6 weeks following the visit, Submit electronically (pdf or Word) through the Document upload link on the ACS WASC website
Visiting Committee Report: Chapter IV

Generally follows the school report including identifying strengths and growth areas in Chapter III including identifying strengths and growth areas for each section

In Chapter IV they synthesize schoolwide strengths and growth areas for continuous improvement linked to the other sections of the report. In addition, the Visiting Committee can add additional strengths and/or growth areas not mentioned in the report.

School staff are to incorporate the SCHOOL WIDE areas for improvement into their schoolwide action plan/SPSA
Submit the plan to ACS WASC not later than 6 weeks following the visit. Report is sent electronically (pdf or Word) using the Document upload Link on the ACS WASC website.
Keep ongoing notes

Activities
Program
Changes/Modifications
Student Growth
Staff Changes
Other Key Data Elements
ACS WASC
WE are Student Centered
Tell us about your experience today