HAWAIIAN FOCUSED CHARTER SCHOOLS   
SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

<school NAME>

<Address>  
<City, State ZIP>

<Dates of Visit>

Visiting Committee Members

<Name, Chairperson>  
<Title, School or Institution>

<Name>  
<Title, School or Institution>

<Name>  
<Title, School or Institution>

<Name>  
<Title, School or Institution>

<Name>  
<Title, School or Institution>

<Name>  
<Title, School or Institution>

<Name>  
<Title, School or Institution>

<Name>  
<Title, School or Institution>

**I. Introduction: The School Profile**

* **Copy the school’s profile, exactly as written by the school in the self-study (Prompts for writing the School’s Profile can be found on page 6 of the accreditation manual).**
* **The visiting committee provides commentary on the accuracy and completeness of the School’s Profile. The visiting committee can make additional observations about the school if important elements of the profile need to be put forth or if portions of the profile need clarification. Statements made in this section should be largely factual.**

<Text here>

**II. Comments on the Self-Study Process**

**This section refers strictly to the process. Comment on how effective the school was in promoting, securing, and demonstrating the broad involvement and collaboration of the full school community in creating the self-study?**

**Rate the school on how effectively they collaborated during the self-study process:**

* + **Highly effective**
  + **Effective**
  + **Somewhat effective**
  + **Ineffective**

**Explanation of terms:**

* **Highly effective**: The self-study and visit provide ample evidence that the school promoted and secured a very high degree of broad involvement and collaboration in its full community in creating the self-study.
* **Effective**: The self-study and visit provide ample evidence that the school promoted and secured a satisfactory degree of broad involvement and collaboration in its full community in creating the self-study.
* **Somewhat effective**: The self-study and visit provide ample evidence that the school promoted and secured a limited degree of broad involvement and collaboration in its full community in creating the self-study.
* **Ineffective**: The self-study and visit provide ample evidence that the school was largely unsuccessful in promoting and securing even a minimal degree of broad involvement and collaboration in its full community in creating the self-study.

**This rating must be accompanied by a statement of rationale that explains the committee’s reasoning and summarizes the evidence that it used in determining the rating.**

<Text here>

**III. Assessment of the Progress Report**

**The focus of this section is to discover how the school uses its self-study and accreditation visits. See page 7 of the manual to see the prompts and guidance the school should follow in preparing this section. The visiting committee here should discuss the significant changes and the progress made on previous major recommendations since the school’s last self-study. While the school is required to respond to all major recommendations, the school may decide, in due process, NOT to implement a major recommendation. The school should provide reasons for this decision which might be influenced by a major change that has occurred at the school since the time of the last accreditation. A major change might be a new head of school, construction of new buildings, a major capital campaign, a change in the school’s grade level configuration, or graduation requirements.**

<Text here>

**IV. Assessment of School’s Performance for each Self-Study Section**

**A major component of the visiting committee report is the team’s thoughtful commentary regarding the school’s performance in light of the 16 accreditation standards found in the manual. This part of the report will be divided into six sections, each of which will address the accreditation standards included in that section’s chapters in the self-study manual. The six sections are broken down as follows:**

**Section I:** **Institutional Core Values, Purpose, and Aspirations (Chapter 1)**

**Section II: Teaching and Learning (Chapters 2-7)**

**Section III: Financial Sustainability (Chapters 8-10)**

### Section IV: Operations (Chapters 11-13)

### Section V: Institutional Stewardship and Leadership (Chapters 14-15)

### Section VI: Institutional Improvement and Sustainability (Chapter 16)

|  |
| --- |
| *Each section gets a rating that IS NOT SHARED with the school at the exit meeting conducted by the visiting committee but IS later shared with the school. Each section’s rating must be accompanied by a statement of rationale that explains the committee’s reasoning and summarizes the evidence that it used in determining the rating.* |

**Section I: Institutional Core Values, Purpose, and Aspirations (Chapter 1)**

**Chapter 1: Mission**

Standard 1: The school has a clearly articulated mission statement, formally adopted by the Board of Trustees, that defines its purpose and core values, and informs all major planning and decision-making.

**Context Statement/Rationale**:

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school**: (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection**: (optional)

<Text here>

How effective is the school in meeting Standard 1:

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale for Rating Chapter 1:** <Text here>

**Strengths and Challenges for Section I: Institutional Core Value, Purpose, and Aspirations**

**(Boldface Notable Strengths and Significant Challenges from each section)**

**Strengths**:

<Text here>

**Challenges**:

<Text here>

**Section II: Teaching and Learning (Chapters 2-7)**

**Chapter 2: Educational Program**

Standard 2: Guided by the mission, the school clearly defines its curricular and co-curricular programs and provides coherent documentation of them. The programs are regularly evaluated, updated, and strengthened in order to stay current with relevant educational research, to assure the intended outcomes in student learning, and to prepare students for the next stage of their academic careers.

**Context Statement/Rationale**:

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school**: (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection**: (optional)

<Text here>

How effective is the school in meeting Standard 2:

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale for Rating Chapter 2:** <Text here>

**Chapter 3: The Student Learning Experience**

Standard 3: The school maintains a vigorous and informed focus on the learning of each student. It has policies, expectations, procedures, assessment systems, and student feedback mechanisms that enable it to engage—and maximize the learning potential of—each student.

**Context Statement/Rationale**:

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school**: (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection**: (optional)

<Text here>

How effective is the school in meeting Standard 3:

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale for Rating Chapter 3:** <Text here>

**Chapter 4: Faculty and Pedagogy**

Standard 4: The school has a clear set of criteria for teacher effectiveness that reflects its mission and pedagogical goals and that informs hiring, professional growth, and evaluation. Through regular assessment of pedagogical effectiveness, which includes student learning outcomes, the school seeks to strengthen teaching and learning.

**Context Statement/Rationale**:

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school**: (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection**: (optional)

<Text here>

How effective is the school in meeting Standard 4:

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale for Rating Chapter 4:** <Text here>

**Chapter 5: Climate and Community**

Standard 5: The school maintains a healthy climate that mirrors the mission. That climate is sustained through highly effective communication and supports the learning and personal growth of each student. It reflects a commitment to diversity, equity, and inclusion, and it is evident in the engagement of the school community.

**Context Statement/Rationale**:

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school**: (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection**: (optional)

<Text here>

How effective is the school in meeting Standard 5:

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale for Rating Chapter 5:** <Text here>

**Chapter 6: Residential Life**

Standard 6: The residential life program of the school is designed and structured to reflect the school’s mission, to complement other programs, and to ensure a safe environment that fosters student personal and social growth.

**Context Statement/Rationale**:

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school**: (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection**: (optional)

<Text here>

How effective is the school in meeting Standard 6:

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale for Rating Chapter 6:** <Text here>

**Chapter 7: Preschool**

Standard 7: The preschool offers a high quality, developmentally appropriate program that fosters both independence and socialization in a stimulating, safe, and caring environment. The social, emotional, physical, and cognitive development of children is supported by a qualified, nurturing staff of early childhood educators.

**Context Statement/Rationale**:

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school**: (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection**: (optional)

<Text here>

How effective is the school in meeting Standard 7:

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale for Rating Chapter 7:** <Text here>

**Strengths and Challenges for Section II: Teaching and Learning**

**(Boldface Notable Strengths and Significant Challenges from each section)**

**Strengths**:

<Text here>

**Challenges**:

<Text here>

**Section III: Financial Sustainability (Chapters 8-10)**

**Chapter 8: Admissions and Enrollment**

Standard 8: The school has published, consistently applied admission and financial aid policies and procedures that demonstrate a commitment to access and diversity in accordance with the school’s mission. The admission process identifies students and families who are well matched to the school’s program and values. Admission practices are mission-driven and designed to support the financial sustainability of the school.

**Context Statement/Rationale**:

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school**: (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection**: (optional)

<Text here>

How effective is the school in meeting Standard 8:

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale for Rating Chapter 8**:<Text here>

**Chapter 9: Finance**

Standard 9: The school has an operating budget sufficient to carry out the school’s mission with designated sources of funds to support the school program, plant, operations, and personnel. The school’s finances ensure the long-term sustainability of the institution, and they are regularly reviewed by the Board of Trustees, well managed by a qualified staff, appropriately documented, and compliant with all applicable regulatory and legal financial requirements.

**Context Statement/Rationale**:

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school**: (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection**: (optional)

<Text here>

How effective is the school in meeting Standard 9:

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale for Rating Chapter 9**:<Text here>

**Chapter 10: Advancement**

Standard 10: Consistent with its mission and proportional to its needs and resources, the school engages in fundraising, marketing, communications, constituency support, and community relations to attain its goals and ensure its future viability.

**Context Statement/Rationale**:

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school**: (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection**: (optional)

<Text here>

How effective is the school in meeting Standard 10:

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale for Rating Chapter 10**:<Text here>

**Strengths and Challenges for Section III: Financial Sustainability**

**(Boldface Notable Strengths and Significant Challenges from each section)**

**Strengths**:

<Text here>

**Challenges**:

<Text here>

### Section IV: Operations (Chapters 11-13)

**Chapter 11: Human Resources**

Standard 11: The school maintains positive working conditions, fair and consistent personnel policies—including hiring and evaluation practices—and appropriate compensation. A collaborative culture with open communication is fostered to create an optimal environment for the community of the school.

**Context Statement/Rationale**:

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school**: (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection**: (optional)

<Text here>

How effective is the school in meeting Standard 11:

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale for Rating Chapter 11**:<Text here>

**Chapter 12: Faculties: Buildings and Grounds**

Standard 12: The physical plant supports and enhances the mission of the school and enables the school to implement its program effectively. The physical plant is a safe, well maintained, secure, and healthful environment for students and adults. The school is regularly attentive to the physical plant, creating and executing plans for the current maintenance and future development of the facilities in support of the mission and programs.

**Context Statement/Rationale**:

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school**: (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection**: (optional)

<Text here>

How effective is the school in meeting Standard 12:

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale for Rating Chapter 12**:<Text here>

**Chapter 13: Health, Safety, and Wellness**

Standard 13: The school has established and effectively implemented policies and procedures that promote the health and ensure the safety of students and adults on campus and at school events. The school complies with all relevant legal and regulatory requirements in this regard, and it takes responsibility for educating community members and for promoting policies, habits, and practices that encourage and sustain individual and community wellness.

**Context Statement/Rationale**:

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school**: (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection**: (optional)

<Text here>

How effective is the school in meeting Standard 13:

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale for Rating Chapter 13**:<Text here>

**Strengths and Challenges for Section IV: Operations**

**(Boldface Notable Strengths and Significant Challenges from each section)**

**Strengths**:

<Text here>

**Challenges**:

<Text here>

### Section V: Institutional Stewardship and Leadership (Chapters 14-15)

**Chapter 14: Governance**

Standard 14: The school has an active, engaged, and committed governing Board comprised of members whose collective and individual strengths support and advance the school. The Board of Trustees clearly understands and acts on its responsibilities, ensuring that its size, composition, and practices enable it to be effective. The Board of Trustees sets and safeguards the mission, and it hires, evaluates, and supports the Head of School. The Board also holds fiduciary responsibility for the institution, and it strategically plans for the school’s future.

**Context Statement/Rationale**:

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school**: (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection**: (optional)

<Text here>

How effective is the school in meeting Standard 14:

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale for Rating Chapter 14**:<Text here>

**Chapter 15: Administration**

Standard 15: The administration effectively leads the school in assessing, planning, and innovating, as well as in managing the educational program and the overall operations of the school. The administration takes responsibility for establishing and maintaining a healthy, collaborative, and supportive environment for teaching and learning, and it actively promotes ongoing school improvement.

**Context Statement/Rationale**:

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school**: (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection**: (optional)

<Text here>

How effective is the school in meeting Standard 15:

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale for Rating Chapter 15**:<Text here>

**Strengths and Challenges for Section V: Institutional Stewardship and Leadership**

**(Boldface Notable Strengths and Significant Challenges from each section)**

**Strengths**:

<Text here>

**Challenges**:

<Text here>

### Section VI: Institutional Improvement and Sustainability (Chapter 16)

**Chapter 16: Self-Assessment, Decision-Making, and Change**

Standard 16: The school regularly engages in assessment practices that include the collection, analysis, and effective use of relevant data. This data is employed in evaluating the school’s educational programs, as well as in informing decision-making in other areas of school operations. The school readily identifies and promotes changes needed for school improvement in a manner that marshals sufficient resources and garners the community support necessary for successful implementation.

**Context Statement/Rationale**:

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school**: (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection**: (optional)

<Text here>

How effective is the school in meeting Standard 16:

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale for Rating Chapter 16**:<Text here>

**Strengths and Challenges for Section VI: Institutional Improvement and Sustainability**

**(Boldface Notable Strengths and Significant Challenges from each section)**

**Strengths**:

<Text here>

**Challenges**:

<Text here>

**V. Summary Listing of the Notable Strengths and Significant Challenges**

***The visiting committee should provide a list of the notable strengths and significant opportunities, challenges, and needs as synthesized from the various sections. Areas of strength, challenge, and needs will be identified in the summary report for each section. Recurring themes are noted as major.***

* ***Notable Strengths: Notable strengths contribute to high educational quality and promote the school’s efforts to accomplish its Improvement Plan.***
* ***Significant Opportunities, Challenges, and Needs: Visiting committee addresses these to ensure the school can achieve high quality education consistent with the school’s******mission.***

# Notable Strengths:

<Text here>

# Significant Challenges:

<Text here>

**VI. Summary Listing of the 16 Chapter Ratings**

**Once the visiting committee has completed the ratings and the rationale for each section in the report above, they should include them here as well for easy access for the school’s and reviewing Board of Directors and WASC Commission reference. Please double check for accuracy.**

Standard 1: The school has a clearly articulated mission statement, formally adopted by the Board of Trustees that defines its core values and purpose. The mission statement expresses the school’s institutional purpose, distinctive qualities, and vision of education and it informs all major planning and decision-making.

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale**:<Text here>

Standard 2: Guided by the mission, the school clearly defines its curricular and co- curricular programs and provides coherent documentation of them. The program is regularly evaluated, updated, and strengthened in order to stay current with relevant educational research, to assure the intended outcomes in student learning, and to prepare students for the next stage of their academic careers.

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale**:<Text here>

Standard 3: The school maintains a vigorous and informed focus on the learning of each student. It has policies, expectations, procedures, assessment systems, and student feedback mechanisms that enable it to engage—and maximize the learning potential of— each student.

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale**:<Text here>

Standard 4: The school has a clear set of criteria for teacher effectiveness that reflects its mission and pedagogical goals and that informs hiring, professional growth, and evaluation. Through regular assessment of pedagogical effectiveness, which includes student learning outcomes, the school seeks to strengthen teaching and learning.

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale**:<Text here>

Standard 5: The school maintains a healthy climate that mirrors the mission. That climate is sustained through highly effective communication and supports the learning and personal growth of each student. It reflects a commitment to diversity, equity, and inclusion, and it is evident in the engagement of the school community.

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale**:<Text here>

Standard 6: The residential life program of the school is designed and structured to reflect the school’s mission, to complement other programs, and to ensure a safe environment that fosters student personal and social growth.

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale**:<Text here>

Standard 7: The preschool offers a high quality, developmentally appropriate program that fosters both independence and socialization in a stimulating, safe, and caring environment. The social, emotional, physical, and cognitive development of children is supported by a qualified, nurturing staff of early childhood educators.

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale**:<Text here>

Standard 8: The school has published, consistently applied admission and financial aid policies and procedures that demonstrate a commitment to access and diversity in accordance with the school’s mission. The admission process identifies students and families who are well matched to the school’s program and values. Admission practices are mission-driven and designed to support the financial sustainability of the school.

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale**:<Text here>

Standard 9: The school has an operating budget sufficient to carry out the school’s mission with designated sources of funds to support the school program, plant, operations, and personnel. The school’s finances ensure the long-term sustainability of the institution, and they are regularly reviewed by the Board of Trustees, well managed by a qualified staff, appropriately documented, and compliant with all applicable regulatory and legal financial requirements.

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale**:<Text here>

Standard 10: Consistent with its mission and proportional to its needs and resources, the school engages in fundraising, marketing, communications, constituency support, and community relations to attain its goals and ensure its future viability.

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale**:<Text here>

Standard 11: The school maintains positive working conditions, fair and consistent personnel policies—including hiring and evaluation practices—and appropriate compensation. A collaborative culture with open communication is fostered to create an optimal environment for the community of the school.

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale**:<Text here>

Standard 12: The physical plant supports and enhances the mission of the school and enables the school to implement its program effectively. The physical plant is a safe, well maintained, secure, and healthful environment for students and adults. The school is regularly attentive to the physical plant, creating and executing plans for the current maintenance and future development of the facilities in support of the mission and programs.

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale**:<Text here>

Standard 13: The school has established and effectively implemented policies and procedures that promote the health and ensure the safety of students and adults on campus and at school events. The health, safety, and wellness of members of the school community are supported by compliance with all relevant legal and regulatory requirements. The school takes responsibility for educating community members and for promoting policies, habits, and practices that encourage and sustain individual and community wellness.

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale**:<Text here>

Standard 14: The school has an active, engaged, and committed governing board comprised of members whose collective and individual strengths support and advance the school. The Board of Trustees clearly understands and acts on its responsibilities, ensuring that its size, composition, and practices enable it to be effective. The Board of Trustees sets and safeguards the mission, and it hires, evaluates, and supports the Head of School. The board also holds fiduciary responsibility for the institution, and it strategically plans for the school’s future.

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale**:<Text here>

Standard 15: The administration effectively leads the school in assessing, planning, and innovating, as well as in managing the educational program and the overall operations of the school. The administration takes responsibility for establishing and maintaining a healthy, collaborative, and supportive environment for teaching and learning, and it actively promotes ongoing school improvement.

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale**:<Text here>

Standard 16: The School regularly engages in assessment practices that include the collection, analysis, and effective use of relevant data. The data is employed in evaluating the school’s educational programs, as well as in informing decision-making in other areas of school operations. The school readily identifies and promotes changes needed for school improvement a manner that marshals sufficient resources and garners the community support.

* Highly effective
* Effective
* Somewhat effective
* Ineffective

**Rationale**:<Text here>



**VII. Summary listing of any Baseline Requirements to which the school’s response was “No”**

<Text here>



**VIII. Future Planning Document**

**[The school should update and implement the schoolwide action plan integrating the important areas identified through the self-study and visit and submit the plan after the visit; this should be submitted after the visit; currently the schools using the HAIS protocol may have up to six months after the visit to submit the schoolwide action plan or future planning document to WASC. This should be sent in a single pdf or Word document using the WASC document upload link on the top navigation bar of the WASC website:** [**www.acswasc.org/document-upload/**](http://www.acswasc.org/document-upload/)**. The plan should be shared with other key personnel assisting the school.]**