

Initial Visit Procedures Manual

ACS WASC Initial Visit Procedures for:

- **All Private Schools**



2019 EDITION

Contents

Preface.....	iii
ACS WASC Philosophy.....	1
ACS WASC Mission.....	2
ACS WASC Territory.....	2
Affiliation Categories	2
Application Guidelines.....	2
Conditions of Eligibility	3
Procedures.....	4
ACS WASC Criteria for Initial Affiliation.....	7
Category A Organization for Student Learning	9
Category B Curriculum, Instruction, and Assessment.....	17
Category C Support for Student Personal and Academic Growth	21
Category D Resource Management and Development.....	23

Preface

If educational organizations are to concentrate all their energies and resources on successful student learning, a holistic, honest examination of the actual program for students is required. Through the use of empowering criteria, new communication patterns, evidence gathering techniques, and insight from fellow educators, the appropriate accreditation process can serve as a vehicle to move school community members into meaningful schoolwide improvement and accountability. The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC), utilizes a protocol for accrediting schools entitled *Focus on Learning*.

The *Focus on Learning* process has been widely accepted throughout the ACS WASC region as integral to the “heart” of education-successful student learning. This has been demonstrated through a variety of *Focus on Learning* adaptations as ACS WASC works jointly with numerous educational associations. Public, independent and church-related private K-12 and adult schools value the “basic components” of *Focus on Learning* that can be “institutionalized” as the schools address growth areas that impact student learning. These include: (1) the defining of quality achievement of schoolwide learner outcomes for every student by all stakeholders; (2) schoolwide interdisciplinary dialogue based on evidence gathering and analysis about what students are doing and producing; and (3) the development, implementation, and accomplishment of a schoolwide action plan.

This document, *ACS WASC Initial Visit Procedures Manual*, provides information on the accreditation process and explains the initial steps toward ACS WASC affiliation.

ACS WASC Philosophy

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) believes that the goal of any school should be to provide for successful student learning. Programs encompassing both the cognitive and affective components of learning should foster human growth and development and enable students to become responsible, productive members of the school community and of society. Each school should develop a school purpose to reflect its beliefs. For ongoing program improvement, each school should engage in objective and subjective internal and external evaluations to assess progress in achieving its purpose.

The primary goals of accreditation are:

- *Certification to the public that the school is a trustworthy institution of learning*
- *The improvement of the school's programs and operations to support student learning.*

The school's self-study and the visiting committee's report provide compelling evidence that:

- *The school is substantially accomplishing its stated purposes and functions identified as appropriate for an institution of its type*
- *The school is meeting an acceptable level of quality in accordance with the ACS WASC criteria adopted by the Accrediting Commission for Schools.*

ACS WASC Mission

ACS WASC advances and validates quality ongoing school improvement by supporting its private and public elementary, secondary, and postsecondary member institutions to engage in a rigorous and relevant self-evaluation and peer review process that focuses on student learning.

ACS WASC Territory

ACS WASC extends its services worldwide to public, private, independent, church-related, and proprietary pre-K–12 and adult schools. ACS WASC provides assistance to schools located in California, Hawaii, Guam, the Commonwealth of the Northern Marianas, American Samoa, the Federated States of Micronesia, the Republic of the Marshall Islands, Fiji, Asia, and other parts of the world.

Affiliation Categories

After a school completes the necessary documentation in their application with ACS WASC and an on-site visit is conducted, one of three possible accreditation status outcomes will be made by the Accrediting Commission for Schools:

1. **Initial accreditation** is granted to schools that meet the ACS WASC criteria for full accreditation and have a history and support system indicating a high-quality program that can be sustained into the foreseeable future. Initial accreditation is a three-year status.
2. **Candidacy** is a status of affiliation indicating that an institution has achieved initial recognition and is progressing toward, but has not yet achieved, accreditation. The candidate for accreditation classification is designed for institutions that are not yet ready for the full evaluation based on the ACS WASC criteria for accreditation. The institution must provide evidence of sound planning with sufficient resources to implement these plans, and must appear to have the potential for attaining its goals within a reasonable time. Candidate schools are required to submit a written report to the Commission during the spring of the school year following the initial visit, indicating the progress being made in meeting the recommendations of the initial visiting committee and noting any substantial changes in the organization or operation of the school. Candidacy is a three-year status. Schools are expected to conduct a self-study and participate in an accreditation visit for full accreditation by the third year of candidacy.
3. **Accreditation status may be withheld** if it is determined that the school does not fully meet ACS WASC criteria for affiliation with the Accrediting Commission for Schools. A school may reapply after deficiencies have been remedied.

Application Guidelines

Both public and private schools must meet the legal requirements of the jurisdiction in which they are located in order for their application for ACS WASC affiliation to be considered. California private schools must list with the California Department of Education submitting an affidavit indicating compliance with Education Code Section 33190. Likewise, Hawaii private schools must be licensed by the Hawaii Council of Private Schools, or certified by the Western Catholic Educational Association and accredited in association with ACS WASC, under the authority of Act 188, Session Laws of Hawaii, 1995.

Conditions of Eligibility

To be considered for ACS WASC affiliation, the applicant school must be a school meeting the following conditions:

1. Schools must meet the legal requirements of the jurisdiction in which they are located in order for their application for ACS WASC affiliation to be considered.
2. School must be in at least the second semester of operation, with students, teachers, and administration in place.
3. School enrollment must reach a minimum of 6 full-time students.
4. The school's program must include at least two grade levels. One exception would involve a new high school that opts to begin only with grade 9.
5. Have developed and published a clear statement of purposes together with plans for a curriculum to carry out those purposes.
6. Have a management system that provides appropriate direction and oversight for the overall program.
7. Have employed a chief administration officer who is qualified for the position.
8. Have an organization, facilities, course offerings, and staffing acceptable for the school's stage of development.
9. Have an overall plan including objectives for student achievement and assessment plans to measure progress toward those objectives.
10. Have an admissions policy compatible with the school's stated objectives.
11. Have a written curriculum appropriate to the organization's purpose.
12. Have a qualified instructional staff.
13. Have plans to provide access to appropriate extracurricular and enrichment activities, if appropriate.
14. Have developed an adequate financial base to give reasonable assurance of continuing financial stability.

Procedures

- A school seeking affiliation will complete a “ACS WASC Application” and submit it to ACS WASC with a nonrefundable application fee. Schools that reschedule or postpone the initial visit to a different school year will be required to pay an **additional** application fee to restart the application process.
- After the “ACS WASC Application” is processed, the school will be provided with initial visit materials and a school description report template to complete and submit to ACS WASC. The information provided to the ACS WASC office in this report should describe the purposes and operation of the school and gives evidence of the school’s status in relation to the conditions of eligibility. In addition to the evidence provided in the report, the school should make available other supporting documentation during the initial visit.
- Upon receipt of the forms, ACS WASC will arrange for a two-member, one-day visit to the school. Newly established schools may host the initial visit as early as the second semester of operation. Following the visit, the committee will prepare a report to present to the Accrediting Commission for Schools for action. This will include recommendations regarding the school’s ongoing improvement and assess the school’s readiness for initial affiliation. The school will be notified by the executive director of the Commission’s action.
- If the Commission’s action is unfavorable and the institution is not granted affiliation, the school may reapply when, in its judgment, it meets the conditions of eligibility. The school may reapply as early as the following semester.
- If the Commission’s action is favorable, the school will be granted either initial accreditation or candidacy for a period not to exceed three years. It is expected that the school will conduct a self-study and participate in an accreditation visit during the third year.
- Schools that are granted candidacy status are to submit a first-year progress report indicating the progress being made in meeting the recommendations of the initial visiting committee and noting any substantial changes in the organization or operation of the school.

Detailed ACS WASC fee schedules can be found on the ACS WASC website at www.acswasc.org/wasc/acs-wasc-fees/.

Schools that have been approved for initial accreditation may use the following phrase in advertising and/or on student transcripts.

**Accredited by the Accrediting Commission for Schools,
Western Association of Schools and Colleges.**

Schools that are approved as candidates for accreditation may use the following phrase in advertising and/or on student transcripts.

**Candidate for Accreditation. Approved by the Accrediting Commission for Schools,
Western Association of Schools and Colleges.**

Candidate schools are NOT authorized to use the word “accredited” or “accredited by” until full accreditation has been granted by the Commission. Candidate schools MAY NOT use the ACS WASC logo or ACS WASC accreditation stamp on transcripts or school advertising.

ACS WASC Criteria for Initial Affiliation

The ACS WASC criteria for initial affiliation can be found on the following pages. The criteria are organized into four categories:

1. Organization for Student Learning
2. Curriculum, Instruction, and Assessment
3. Support for Student Personal and Academic Growth
4. Resource Management and Development

The criteria and indicators organized by categories are provided on the following pages. Schools respond to questions regarding the criteria and provide supporting information. A school description form is sent to the school for completion.

The visiting committee will write a report after the visit that will include recommendations regarding the school's ongoing improvement and assess the school's readiness for initial affiliation.

Category A

Organization for Student Learning

A1. School Purpose Criterion: The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes that form the basis of the educational program for every student. (**Note:** school purpose is a general term for terminology used by schools such as core beliefs, vision, mission, or philosophy and objectives.)

Indicators

A1.1. Beliefs and Philosophy: The written mission and vision (purpose) reflects the beliefs and philosophy of the school and its constituency.

A1.2. Purpose, Schoolwide Learner Outcomes, and Profile Data: The student/community profile data has impacted the development of the school's vision and mission and schoolwide learner outcomes.

A1.3. Involvement of All: The school has a process for involving representatives of the entire school community in the development/refinement of the mission, vision and schoolwide learner outcomes.

A1.4. Consistency of Purpose, Schoolwide Learner Outcomes, and Program: There is a strong degree of consistency between the school purpose, the schoolwide learner outcomes, and the school program.

A1.5. Communication about Vision, Mission, and Schoolwide Learner Outcomes: The school has means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents and other members of the school community.

A1.6. Regular Review/Revision: The school has a process for regular review/revision of the school purpose and the schoolwide learner outcomes based on current and future learner needs and other local/global trends/conditions.

Category A

Organization for Student Learning

A2. Governance Criterion: The governing authority (a) adopts policies which are consistent with the school's mission and vision (purpose) and support the achievement of the schoolwide learner outcomes, (b) delegates implementation of these policies to the professional staff; and (c) monitors results.

Indicators

A2.1. Clear Policies and Procedures: There are clear policies and procedures with regard to the selection, composition and specific duties of the governing authority.

A2.2. Pretraining of Potential Board Members: Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the school board.

A2.3. Relationship of Policies: The governing authority's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

A2.4. Involvement of Governing Authority: The governing authority is involved in the regular review and refinement of the school's vision, mission and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

A2.5. School Community Understanding: The school community understands the governing authority's role.

A2.6. Relationship to Professional Staff: There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority constrains its actions to policy making and strategic planning, while authorizing the administration to implement its decisions.

A2.7. Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

A2.8. Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.9. Evaluation Procedures: The governing authority carries out clearly defined evaluation procedures.

A2.10. Evaluation of Governing Authority: There is a process for evaluating the governing authority.

Category A

Organization for Student Learning

A3. School Leadership Criterion: The school leadership (a) makes decisions to facilitate actions that focus the energies of the school on students' achievement of the schoolwide learner outcomes (b) empowers the staff and (c) encourages commitment, participation and shared accountability for student learning.

Indicators

A3.1. Defined Responsibilities, Practices, etc.: The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A3.2. Existing Structures: The school has existing structures for internal communication, planning and resolving differences.

A3.3. Involvement of Staff: The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning.

A3.4. Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Category A Organization for Student Learning

A4. Staff Criterion: The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose and engage in ongoing professional development that promotes student learning.

Indicators

A4.1. Employment Policies/Practices: The school has clear employment policies/practices related to qualification requirements of staff.

A4.2. Qualifications of Staff: The school reviews all information regarding staff background, training, and preparation.

A4.3. Maximum Use of Staff Expertise: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

A4.4. Defining and Understanding Practices/Relationships: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.5. Staff Actions/Accountability to Support Learning: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

A4.6. Support of Professional Development: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes.

A4.7. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.8. Measurable Effect of Professional Development: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Category A Organization for Student Learning

A5. School Environment Criterion: The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Indicators

Caring, Concern, High Expectations

A5.1. Caring, Concern, High Expectations: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

A5.2. Student Self-Esteem: The school fosters student self-esteem through high expectations for each student and recognition of successes.

A5.3. Mutual Respect and Communication: Mutual respect and effective communication among and between staff, students, and parents is evident.

A5.4. Teacher Support and Encouragement: There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.

A5.5. Safe, Clean, and Orderly Environment: The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.

Category A

Organization for Student Learning

A6. Reporting Student Progress Criterion: The school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes and report student progress to the rest of the school community.

Indicators

A6.1. Reporting Student Progress: There are effective processes to keep the board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.

A6.2. Monitoring of Student Growth: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

A6.3. 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 process.

Category A

Organization for Student Learning

A7. School Improvement Process Criterion: The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

Indicators

A7.1. Broad-Based and Collaborative: The school's planning process is broad-based, collaborative and has commitment of the stakeholders, including the staff, students, and parents.

A7.2. School Plan Correlated to Student Learning: The school's action plan is directly correlated to the analysis of student achievement data about the major student learner needs, schoolwide learner outcomes, and academic standards.

A7.3. Systems Alignment: Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

A7.4. Correlation between All Resources, Schoolwide Learner Outcomes, and Plan: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

Category B

Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion: The school provides a challenging, coherent, and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

Indicators

B1.1. Current Educational Research and Thinking: The comprehensive and sequential documented curriculum is modified as needed to address current educational research and thinking, other relevant international/national/ community issues and the needs of all students.

B1.2. Academic Standards for Each Area: The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

B1.3. Congruence: There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

B1.4. Student Work — Engagement in Learning: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide learner outcomes.

B1.5. Accessibility of All Students to Curriculum: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

B1.6. Acceptable Student Achievement: The school demonstrates acceptable student learning of the academic standards and the schoolwide learner outcomes through defined performance indicators.

B1.7. Integration Among Disciplines: There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.

B1.8. Curricular Review, Revision, and Evaluation: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

B1.9. Collaborative Work: The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

B1.10. Policies — Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

B1.11. Articulation and Follow-up Studies: The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.

Category B

Curriculum, Instruction, and Assessment

B2. How Students Learn Criterion: The professional staff (a) uses research-based knowledge about teaching and learning, and (b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes.

Indicators

B2.1. Research-based Knowledge: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

B2.2. Planning Processes: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and schoolwide learner outcomes.

B2.3. Professional Collaboration: Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

B2.4. Professional Development: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

B2.5. Challenging and Varied Instructional Strategies: The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate.

B2.6. Technological Integration: Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

B2.7. Evidence of Results based upon Challenging Learning Experiences: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

B2.8. Student Understanding of Learning Expectations: The students know the standards/expected performance levels for each area of study.

B2.9. Student Perceptions: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

B2.10. Student Needs: Teachers address student needs through the instructional approaches used.

B2.11. Student Use of Resources: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources.

Category B Curriculum, Instruction, and Assessment

B3. How Assessment Is Used Criterion: Teacher and student use of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student's progress toward the schoolwide learner outcomes; (b) regular evaluation, modification, and improvement of curriculum and instructional approaches; and (c) allocation of resources.

Indicators

B3.1. Appropriate Assessment Strategies: The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc.

B3.2. Basis for Determination of Performance Levels: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

B3.3. Demonstration of Student Achievement: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

B3.4. Correlation: The teachers correlate assessment to schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.

B3.5. Modification/Decisions based on Assessment Data: Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

B3.6. Student Feedback: Student feedback is an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular objectives.

B3.7. Teacher Monitoring: Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives and standards have been met.

Category C

Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion: Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular programs in order to achieve the schoolwide learner outcomes.

Indicators

C1.1. Adequate Personalized Support: The school has available adequate services, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

C1.2. School Support Systems: The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

C1.3. Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

C1.4. Support Services and Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.

C1.5. Co-Curricular Activities: School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes.

C1.6. Student Involvement in Curricular/Co-Curricular Activities: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

C1.7. Student Perceptions: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Category C

Support for Student Personal and Academic Growth

C2. Parent/Community Involvement Criterion: The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

Indicators

C2.1. Regular Parent Involvement: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.

C2.2. Use of Community Resources: The school uses community resources to support students such as professional services, business partnerships, speakers, etc.

C2.3. Parent/Community and Student Achievement: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Category D

Resource Management and Development

D1. Resources Criterion: The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes.

Indicators

D1.1. Allocation Decisions: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

D1.2. Practices: The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

D1.3. Facilities: The school's facilities are adequate, safe, functional and well-maintained and support the school's mission, desired learner goals, and educational program.

D1.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

D1.5. Well-Qualified Staff: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Category D

Resource Management and Development

D2. Resource Planning Criterion: The governing authority and the school execute responsible resource planning for the future.

Indicators

D2.1. Long-Range Resource Plan: The school has developed and implemented a long-range resource plan. The school has a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning of schoolwide learner outcomes and academic standards.

D2.2. Use of Research and Information: The school uses research and information to form the master resource plan.

D2.3. Involvement of Stakeholders: Stakeholders are involved in the future planning.

D2.4. Informing: The governing authorities and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

D2.5. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program.

**Accrediting Commission for Schools
Western Association of Schools and Colleges
(ACS WASC)**

Dr. Barry R. Groves
President

Dr. Marilyn S. George
Executive Vice President

533 Airport Boulevard, Suite 200
Burlingame, CA 94010-2009
Phone: 650 696-1060
Fax: 650 696-1867

www.acswasc.org
mail@acswasc.org

