sCHOOL LOGO OR PICTURE

<school NAME>  
sELF-STUDY REPORT

<Address>  
<City, State ZIP>

< School District/Archdiocese>

<Date of Self-Study Visit>

WASC Focus on Learning Accreditation Manual, 2010 Edition

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# Preface

Explanation of the school self-study process used to accomplish the parameters of the self-study, i.e., any modifications from the model self-study process.

# Chapter I: Student/Community Profile and Supporting Data

A. Student/Community Profile that includes findings, appropriate charts, tables, graphs   
 (at least three years of data, if possible).

B. Overall Summary from Analysis of Profile Data

1. **Implications, interpretations, trends, patterns**
2. **Identified critical academic needs**
3. **Important questions (3–4) raised by the analysis of the student performance, demographic, and perception data (These will be used by the Home and Focus Groups)**

# Chapter II: School Purpose and Schoolwide Learner Outcomes

A. Statement of the school’s purpose (e.g., core values, vision, mission).

B. List of the schoolwide learner outcomes and explanation of the process used to determine them.

# Chapter III: Progress Report

Summary of progress on the schoolwide action plan that incorporated all critical areas of follow-up from the last full self-study.

# Chapter IV: Self-Study Findings

Analyze the criteria in each category by responding to the prompts and documenting the supporting evidence. Refer to the suggested areas to analyze listed for each criterion to assist in this assessment.

For each category, synthesize the findings and supporting evidence in order to list prioritized strengths and areas of growth.

A. Organization for Student Learning

**1. School Purpose**

**2. Governance**

**3. School Leadership**

**4. Staff**

**5. School Environment**

**6. Reporting Student Progress**

**7. School Improvement Process**

B. Curriculum, Instruction, and Assessment

**1. What Students Learn**

**2. How Students Learn**

**3. How Assessment is Used**

C. Support for Student Personal and Academic Growth

**1. Student Connectedness**

**2. Parent/Community Involvement**

D. Resource Management and Development

**1. Resources**

**2. Resource Planning**

**Category A: Organization for Student Learning**

## A1. School Purpose Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

*To what extent does the school a) have a clear statement of purpose that reflects the beliefs and philosophy of the institution and b) define the purpose further by adopted expected schoolwide learning results (schoolwide learner outcomes) that form the basis of the educational program for every student?*

CRITERION A1 INDICATORS AND PROMPTS

Beliefs and Philosophy

**Indicator**: The written statement of purpose reflects the beliefs and philosophy of the school and its constituency.

**Prompt**: Comment on the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Purpose, Expected Schoolwide Learning Results (Schoolwide Learner Outcomes) and Profile Data

**Indicator**: The student/community profile data has impacted the development of the school purpose and schoolwide learning results.

**Prompt**: Comment on pertinent student/community profile data that has impacted the development of the school purpose and the expected schoolwide learning results (schoolwide learner outcomes).

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Involvement of All

**Indicator**: The school has a process for involving representatives of the entire school community in the development/refinement of the purpose and expected schoolwide learning results (schoolwide learner outcomes).

**Prompt**: Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the purpose and expected schoolwide learning results (schoolwide learner outcomes).

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Consistency of Purpose, Expected Schoolwide Learning Results, and Program

**Indicator**: There is a strong degree of consistency between the school purpose, the expected schoolwide learning results (schoolwide learner outcomes), and the school program.

**Prompt**: Provide a range of examples that the school purpose, expected schoolwide learning results (schoolwide learner outcomes) and program are consistent.

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Communication about Purpose and Expected Schoolwide Learning Results (Schoolwide Learner Outcomes)

**Indicator**: The school has means to publicize the purpose and the expected schoolwide learning results (schoolwide learner outcomes) to the students, parents and other members of the school community.

**Prompt**: Examine the effectiveness of the means to publicize the purpose and the expected schoolwide learning results (schoolwide learner outcomes) to the students, parents and other members of the school community.

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Regular Review/Revision

**Indicator**: The school has a process for regular review/revision of the school purpose and the expected schoolwide learning results (schoolwide learner outcomes) based on student needs, global and local needs, and other trends and community conditions.

**Prompt**: Examine the effectiveness of the process for regular review/revision of the school purpose and the expected schoolwide learning results (schoolwide learner outcomes) based on student needs, global, national and local needs, and community conditions.

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

A1. School Purpose: Additional Findings

**Indicator**: Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt**: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

**Prompt**: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Suggested Areas to Analyze

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

* the written statement of purpose reflecting the beliefs and philosophy of the school and its constituency

student/community profile data and its impact on the school purpose and expected schoolwide learning results (schoolwide learner outcomes)

national and state educational issues

the degree of involvement by representatives of the entire school community in the development of the purpose and expected schoolwide learning results (schoolwide learner outcomes)

the process for reaching consensus among the stakeholders regarding the purpose and the expected schoolwide learning results (schoolwide learner outcomes)

the level of understanding and commitment to the purpose of the staff, students, parents and other stakeholders

the process for regular review or revision of the school purpose and expected schoolwide learning results (schoolwide learner outcomes) based on student needs and challenges students will face in the future

the means by which the purpose and the expected schoolwide learning results (schoolwide learner outcomes) are publicized to the school and its constituency

the degree of consistency between the school purpose, the expected schoolwide learning results (schoolwide learner outcomes), and the school program

publications used to inform parents and community members about the school program

A2. Governance Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the governing authority a) adopt policies which are consistent with the school purpose and support the achievement of the expected schoolwide learning results (schoolwide learner outcomes) for the school; b) delegate implementation of these policies to the professional staff, and c) monitor results?

CRITERION A2 INDICATORS AND PROMPTS

Clear Policies and Procedures

**Indicator**: There are clear policies and procedures with regard to the selection, composition and specific duties of the governing authority.

**Prompt**: Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing authority.

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Pretraining of Potential Board Members

**Indicator**: 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.

**Prompt**: Comment on the training that is offered to prospective or new school board members.

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Relationship of Policies

**Indicator**: The governing authority’s policies are directly connected to the school’s purpose and vision and expected schoolwide learning results (schoolwide learner outcomes).

**Prompt**: Comment on the degree to which the governing authority policies are directly connected to the school's purpose and vision and expected schoolwide learning results (schoolwide learner outcomes).

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Involvement of Governing Authority

**Indicator**: The governing authority is involved in the regular review and refinement of the school’s purpose and learning results. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

**Prompt**: How is the governing authority involved in the regular review and refinement of the school's purpose and expected schoolwide learning results?

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

School Community Understanding

**Indicator**: The school community understands the governing authority’s role.

**Prompt**: To what degree does the school community understand the governing authority's role?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Relationship to Professional Staff

**Indicator**: 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.

**Prompt**: To what degree is there clear understanding about the relationship between the governing authority and the responsibilities of the professional staff?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Evaluation Procedures

**Indicator**: The governing authority carries out clearly defined evaluation procedures.

**Prompt**: Comment on the clarity of the evaluation procedures carried out by the governing authority.

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Evaluation of Governing Authority

**Indicator**: There is a process for evaluating the governing authority.

**Prompt**: Review and assess the process for evaluating the governing authority.

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

A2. Governance: Additional Findings

**Indicator**: Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt**: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

**Prompt**: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Suggested Areas to Analyze

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

* the legal ownership and organization of the school
* the selection, composition and specific duties of the governing authority
* board policies
* the connection between the governing authority’s policies and the school’s purpose/expected schoolwide learning results (schoolwide learner outcomes)
* the nature and extent of the school community’s understanding of the governing authority’s role
* the relationship between the governing authority and the responsibilities of the professional staff
* the evaluation procedures carried out by the governing authority
* the process for evaluation of the governing authority
* the degree of participation of board and district personnel in the development of the vision and expected schoolwide learning results (schoolwide learner outcomes)
* additional evidence

A3. School Leadership Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school leadership a) make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results (schoolwide learner outcomes), b) empower the staff, and c) encourage commitment, participation and shared accountability for student learning?

CRITERION A3 INDICATORS AND PROMPTS

Defined Responsibilities, Practices, etc.

**Indicator**: 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.

**Prompt**: Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the clarity and understanding of these by administration and faculty.

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Existing Structures

**Indicator**: The school has existing structures for internal communication, planning and resolving differences.

**Prompt**: How effective are the existing structures for internal communication, planning and resolving differences?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Involvement of Staff

**Indicator**: 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.

**Prompt**: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Review of Existing Processes

**Indicator**: 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.

**Prompt**: To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

A3. School Leadership: Additional Findings

**Indicator**: Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt**: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

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| **Findings** | **Supporting Evidence** |
|  |  |

**Prompt**: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Suggested Areas to Analyze

Suggested 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
* the existing structures for internal communications, planning and resolving differences
* strategies for team building used at the school
* examples of collaboration across the school
* the process for regular review of the existing structures
* the leadership’s processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning
* the level of actual staff involvement in actions focusing on successful student learning
* the degree to which the actions of the leadership are directly linked to student achievement of the expected schoolwide learning results (schoolwide learner outcomes)
* additional evidence

A4. Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

*To what extent are the school leadership and staff a) qualified for their assigned responsibilities, b) committed to the school's purpose, and engaged in ongoing professional development that promotes student learning?*

CRITERION A4 INDICATORS AND PROMPTS

Employment Policies/Practices

**Indicator**: The school has clear employment policies/practices related to qualification requirements of staff.

**Prompt**: Evaluate the clarity of the employment policies/ practices related to qualification requirements of staff.

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| **Findings** | **Supporting Evidence** |
|  |  |

Qualifications of Staff

**Indicator**: The school reviews all information regarding staff background, training and preparation.

**Prompt**: Evaluate the procedures to ensure that staff are qualified based on staff background, training, and preparation.

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Maximum Use of Staff Expertise

**Indicator**: The school assigns staff members to maximize the use of their expertise in accomplishing quality student learning.

**Prompt**: How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Support of Professional Development

**Indicator**: The school leadership supports professional development with time, personnel and fiscal resources based upon a written professional development plan.

**Prompt**: How effective is the support of professional development with time, personnel and fiscal resources based upon a written professional development plan?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Supervision and Evaluation

**Indicator**: The school has supervision and evaluation procedures that promote professional growth of staff.

**Prompt**: How effective is the school's supervision and evaluation procedures in order to promote professional growth of staff?

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Measurable Effect of Professional Development

**Indicator**: The school leadership and staff develop processes to determine the measurable effect of professional development on student performance. The school leadership evaluates the effectiveness of professional development and uses the data to inform planning and future decision-making.

**Prompt**: Comment on the processes and their effectiveness in determining the measurable effect of professional development on student performance.

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| **Findings** | **Supporting Evidence** |
|  |  |

A4. Staff: Additional Findings

**Indicator**: Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt**: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

**Prompt**: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Suggested Areas to Analyze

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

* employment policies/practices related to qualification requirements
* information on staff background, training and preparation
* staff assignments to maximize use of their expertise that will result in student achievement
* the feeling of the teachers about their sense of efficacy in their work as they translate the expected schoolwide learning results (schoolwide learner outcomes) into reality in their classes
* the degree to which school leadership supports professional development with time, personnel and fiscal resources
* the written professional development plan
* the description of how the plan was developed and how priorities were set the description of follow-up to professional development activities
* the perceptions of the staff members about the purpose and effectiveness of professional development
* the evaluation procedures utilized and their effectiveness in promoting professional growth
* the degree of participation in professional opportunities that will promote student learning
* the degree to which the environment enables teachers to focus on students accomplishing the expected schoolwide learning results (schoolwide learner outcomes)
* the types of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations
* the process used to determine the measurable effect of professional development on student work and accomplishment of the expected schoolwide learning results (schoolwide learner outcomes)
* the means to evaluate the effectiveness of professional development to inform planning and future decision-making
* additional evidence

A5. School Environment Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

*To what extent a) does the school have a safe, healthy, nurturing environment that reflects the school's purpose and b) is the school environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?*

Caring, Concern, High Expectations

**Indicator**: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

**Prompt**: To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Student Self-Esteem

**Indicator**: The school fosters student self-esteem through high expectations for each student and recognition of successes.

**Prompt**: To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Mutual Respect and Communication

**Indicator**: Mutual respect and effective communication among and between staff, students, and parents is evident.

**Prompt**: What evidence supports mutual respect and effective communication among and between staff, students, and parents?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Teacher Support and Encouragement

**Indicator**: There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.

**Prompt**: How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Policies, Codes, Procedures, Resources

**Indicator**: The school has policies, codes, and procedures and resources (e.g., facilities) that ensure a safe, healthy, nurturing environment.

**Prompt**: Does the school have policies, codes, procedures and resources (e.g., facilities) that ensure a safe, healthy, nurturing environment that is conducive to learning?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

A5. School Environment: Additional Findings

**Indicator**: Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt**: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

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| **Findings** | **Supporting Evidence** |
|  |  |

**Prompt**: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Suggested Areas to Analyze

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

* the policies, codes and use of resources to ensure a safe, healthy, nurturing environment that is conducive to learning
* the level of understanding of the codes of student conduct by students, teachers and parents
* the degree to which caring, concern, and high expectations for students is demonstrated on a daily basis
* the degree to which specific strategies demonstrate an atmosphere of trust, respect, and professionalism
* understanding and acceptance of cultural and individual differences
* the level of mutual respect, two-way communication, and support in relationships among the staff, between staff and students, between staff and parents, where applicable, and between staff and leadership
* the level of teacher support and encouragement to utilize innovative approaches to enhance student learning
* the degree to which student self-esteem is fostered through high expectations for each student and recognition of their successes
* student work
* students working together in a supportive manner academically or personally as appropriate
* interview data from students, staff and leadership
* teachers working with students during non-class hours
* telephone and written communication to and from the home
* additional evidence

A6. Reporting Student Progress Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school leadership regularly a) assess student progress toward accomplishing the school’s expected schoolwide learning results (schoolwide learner outcomes) and b) report student progress to the rest of the school community?

CRITERION A6 INDICATORS AND PROMPTS

Student Progress

**Indicator**: The school has existing standards and procedures to assess student progress towards the expected schoolwide learning results (schoolwide learner outcomes) and the curricular objectives.

**Prompt**: How is student progress based on schoolwide learning results and curricular objectives determined and monitored?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Existing Standards and Procedures

**Indicator**: The school has procedures to communicate to the governing authority and members of the school community about student progress.

**Prompt**: How effective are the procedures to ensure staff, students, parents, and other school community members understanding about student progress toward the expected schoolwide learning results (schoolwide learner outcomes) and the curricular objectives?

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

A6. Reporting Student Progress: Additional Findings

**Indicator**: Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt**: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

**Prompt**: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Suggested Areas to Analyze

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

* how student progress is determined and monitored
* existing standards used in the determination of learning
* the degree to which the linkage between what is learned and the expected schoolwide learning results (schoolwide learner outcomes) is understood by staff, students and parents (if applicable)
* student/work performance to determine the degree to which students are achieving the expected schoolwide learning results (schoolwide learner outcomes)
* student follow-up studies
* the procedures to communicate to the governing authority and members of the school community about student progress
* the degree of correlation between school improvement, professional development activities/topics and student progress of the schoolwide learning results
* published lists of
* graduates
* students progressing from one level to another
* students pursuing further education
* additional evidence

A7. School Improvement Process Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

*To what extent does the school leadership a) facilitate school improvement which is driven by plans of action that will enhance quality learning for all students, b) have school community support and involvement, c) effectively guide the work of the school, and d) provide for accountability through monitoring of the schoolwide action plan?*

CRITERION A7 INDICATORS AND PROMPTS

Broad-based and Collaborative

**Indicator**: The school can document that the school planning process is broad-based, collaborative and has commitment of the stakeholders.

**Prompt**: Document that the school planning process is broad-based, collaborative and has commitment of the stakeholders.

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

School Plan Correlated to Student Learning

**Indicator**: There is correlation between the school plans and analysis of student achievement of the expected schoolwide learning results (schoolwide learner outcomes).

**Prompt**: What evidence supports that there is a correlation between the schoolwide action plan and analysis of student achievement of the expected schoolwide learning results (schoolwide learner outcomes)?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
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Systems Alignment

**Indicator**: 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.

**Prompt**: What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Correlation between All Resources, Expected Schoolwide Learning Results (Schoolwide Learner Outcomes), and Plan

**Indicator**: There is correlation between allocation of time/fiscal/ personnel/material resources, expected schoolwide learning results (schoolwide learner outcomes), and the improvement plans.

**Prompt**: What evidence supports the correlation between allocation of time/fiscal/ personnel/ material resources, expected schoolwide learning results (schoolwide learner outcomes), and the improvement of the schoolwide action plan?

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

A7. School Improvement Process: Additional Findings

**Indicator**: Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt**: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

**Prompt**: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Suggested Areas to Analyze

Suggested 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 of correlation between the school plans and analysis of student achievement of the expected schoolwide learning results (schoolwide learner outcomes)

the degree of systems alignment in areas such as professional goals, teacher evaluation and planning

the degree of correlation between allocation of time/fiscal/personnel resources, improvement plans, and learning results

appropriate levels of specificity in the school plans

the specific benchmarks and accountability tools used in the monitoring process

indications of the number of staff involved in school action plans

evidence of student involvement in implementing action plans

evidence of employer involvement in school improvement or implementation of action plans

data or information gathered from ongoing contact with graduates

additional evidence

**WASC Category A. Organization for Student Learning:   
Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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| **Category A: Organization for Student Learning: Areas of Strength** |
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| **Category A: Organization for Student Learning: Areas of Growth** |
|  |

**Category B: Curriculum, Instruction, and Assessment**

## B1. What Students Learn Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of *the expected schoolwide learning results (schoolwide learner outcomes*) *through successful completion of any course of study offered?*

CRITERION B1 INDICATORS AND PROMPTS

Current Educational Research and Thinking

**Indicator**: 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. The curriculum is modified as needed to address current educational research and thinking, other relevant international/national/community issues and the needs of all students.

**Prompt**: Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

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| **Findings** | **Supporting Evidence** |
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Learning Results Complementing Standards

**Indicator**: The school provides evidence that the schoolwide student goals or expected schoolwide learning results (schoolwide learner outcomes), such as critical and creative thinking, form the basis for curricular goals, teaching processes, instructional competencies, and evaluation of learning.

**Prompt**: Provide evidence that the expected schoolwide learning results (schoolwide learner outcomes), such as critical thinking, form the basis for curricular standards/goals, teaching processes, instructional competencies, and evaluation of learning.

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| **Findings** | **Supporting Evidence** |
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Curricular Standards

**Indicator**: 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.

**Prompt**: To what extent are there defined curricular standards for each subject area, course, and/or program?

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| **Findings** | **Supporting Evidence** |
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Student Work — Engagement in Learning

**Indicator**: The examination of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum that also addresses the schoolwide student goals (ESLRs).

**Prompt**: From the examination of student work and snapshots of student engagement in learning, to what extent is there implementation of a standards-based curriculum that also addresses the schoolwide student goals?

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| **Findings** | **Supporting Evidence** |
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Acceptable Student Achievement

**Indicator**: The school demonstrates acceptable student learning of the curricular goals and the expected schoolwide learning results (schoolwide learner outcomes) through defined performance indicators.

**Prompt**: What evidence demonstrates acceptable student achievement of the curricular standards and the expected schoolwide learning results (schoolwide learner outcomes) through defined performance indicators?

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| **Findings** | **Supporting Evidence** |
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Curricular Review, Revision, and Evaluation

**Indicator**: The school implements a regular cycle of curriculum review and evaluation that leads to further curricular development and revision for the purpose of improving learning and teaching.

**Prompt**: Comment on the curriculum review, evaluation, and review processes for your program area and its impact on providing a challenging, coherent, and relevant curriculum for all students.

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| **Findings** | **Supporting Evidence** |
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Collaborative Work

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

**Prompt**: Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units and/or courses.

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| **Findings** | **Supporting Evidence** |
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Accessibility of all Students to Curriculum

**Indicator**: All students have accessibility to a challenging, relevant, and coherent curriculum.

**Prompt**: What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?

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| **Findings** | **Supporting Evidence** |
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Policies — Rigorous, Relevant, Coherent Curriculum

**Indicator**: There are clear policies regarding course completion, certification, credits, grades, homework, etc. that guide student progression through the program.

**Prompt**: What have you learned about the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.?

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| **Findings** | **Supporting Evidence** |
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Articulation and Follow-up Studies

**Indicator**: 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.

**Prompt**: Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

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| **Findings** | **Supporting Evidence** |
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B1. What Students Learn: Additional Findings

**Indicator**: Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt**: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

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| **Findings** | **Supporting Evidence** |
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Suggested Areas to Analyze

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

* the degree of consideration by the school to citations and indications of current educational research and thinking related to various subject areas and curricular programs in order to maintain a viable, meaningful instructional program for students
* the degree of consideration by the school of international/ national/ community issues and student needs in the modification of the curricular program
* the written curriculum for each subject area and level
* minutes of meetings where curricular issues are discussed
* evidence that expected schoolwide learning results (schoolwide learner outcomes) have been used as the basis for development of:
* curricular goals
* teaching processes
* evaluation of learning
* instructional competencies
* articulation processes among and between levels and other schools/programs
* evidence of student work and engagement in learning that demonstrate the implementation of the curricular goals including effective communications, critical thinking, problem solving and application of concepts and skills in realistic situations
* the procedures used for curriculum development, evaluation and revisions
* policies regarding course completion, credits, grades, homework, etc., that guide student progression through the program
* evidence of a challenging, coherent, and relevant curriculum accessible to all students, given legal parameters
* class schedules
* class enrollment lists
* the assessment processes used by the professional staff to measure the expected schoolwide learning results (schoolwide learner outcomes)and curricular goals or standards
* student follow-up studies that provide insight to the effectiveness of the instruction in the preparation of students for pursuing further education, entering the work force, or meeting their personal goals
* additional evidence

B2. How Students Learn Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the professional staff use research-based knowledge about teaching and learning? Does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school’s purpose and expected schoolwide learning results (schoolwide learner outcomes)?

CRITERION B2 INDICATORS AND PROMPTS

Research-based Knowledge

**Indicator**: The administrators and teachers use a variety of strategies 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 based on the expected schoolwide learning results (schoolwide learner outcomes) and curricular objectives.

**Prompt**: Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.

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| **Findings** | **Supporting Evidence** |
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Planning Processes

**Indicator**: 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 curricular standards and expected schoolwide learning results (schoolwide learner outcomes).

**Prompt**: Comment on the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the curricular standards and expected schoolwide learning results (schoolwide learner outcomes).

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| **Findings** | **Supporting Evidence** |
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Professional Collaboration

**Indicator**: 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.

**Prompt**: Comment on how 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. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

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| **Findings** | **Supporting Evidence** |
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Professional Development

**Indicator**: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

**Prompt**: Comment on how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

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| **Findings** | **Supporting Evidence** |
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Challenging and Varied Instructional Strategies

**Indicator**: 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.

**Prompt**: Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning, including demonstrating critical thinking, problem solving, knowledge and application.

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| **Findings** | **Supporting Evidence** |
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Technological Integration

**Indicator**: Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

**Prompt**: Comment on the integration of technology within the school so that all students develop a wide range of technological skills.

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| **Findings** | **Supporting Evidence** |
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Evidence of Results based upon Challenging Learning Experiences

**Indicator**: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

**Prompt**: Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

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| **Findings** | **Supporting Evidence** |
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Perception of Students

**Indicator**: Through interview and dialogue with students representative of the school population able to share their level of understanding of the expected level of performance based on the standards and the schoolwide learning results and their perceptions of their learning experiences.

**Prompt**: Comment on the level of understanding of representative students of the expected level of performance based on the standards and the schoolwide learning results and their perceptions of their learning experiences.

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| **Findings** | **Supporting Evidence** |
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Student Needs

**Indicator**: Teachers address various learning styles and student needs through the instructional approaches used.

**Prompt**: How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?

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| **Findings** | **Supporting Evidence** |
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Student Use of Resources

**Indicator**: 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.

**Prompt**: To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?

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| **Findings** | **Supporting Evidence** |
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B2. How Students Learn: Additional Findings

**Indicator**: Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt**: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

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| **Findings** | **Supporting Evidence** |
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Suggested Areas to Analyze

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

* the planning processes for implementation of a variety of learning experiences that actively engage students at a high level of learning that is consistent with the school’s purpose and the expected schoolwide learning results (schoolwide learner outcomes)
* demonstration that students are actively engaged in learning, especially through examination of students working and their work
* student use of resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources, and community resources
* the degree of student understanding of the expected level of performance
* the degree to which teachers implement teaching techniques that enhance the active involvement of students appropriate to the subject matter
* students’ working and their work that demonstrates critical thinking, problem solving, knowledge, and application
* student portfolios, projects/performances/discussions
* the degree of involvement of students with diverse backgrounds and abilities
* observations of students working
* perceptions of students about the learning experiences and their relationship to the expected schoolwide learning results (schoolwide learner outcomes)
* the degree to which various learning styles are addressed through the instructional approaches
* the level of teacher currency and master of instructional content relative to the subject matter
* additional evidence

B3. How Assessment is Used Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent a) is teacher and student use of assessment frequent and integrated into the teaching/learning process; b) are the assessment results the basis for measurement of each student's progress toward the expected schoolwide learning results (schoolwide learner outcomes); c) are the assessment results the basis for regular evaluation and improvement of curriculum and instruction; and d) are the assessment results the basis for the allocation of resources?

CRITERION B3 INDICATORS AND PROMPTS

Appropriate Assessment Strategies

**Indicator**: 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.

**Prompt**: To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.

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| **Findings** | **Supporting Evidence** |
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Correlation

**Indicator**: The teachers correlate assessment to expected schoolwide learning results (schoolwide learner outcomes), curricular objectives, course competencies and instructional approaches used.

**Prompt**: Comment on the correlation of assessment of expected schoolwide learning results (schoolwide learner outcomes), curricular standards, course competencies and instructional approaches used.

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| **Findings** | **Supporting Evidence** |
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Changes/Decisions based on Assessment Data

**Indicator**: 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.

**Prompt**: Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities and resource allocation.

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| **Findings** | **Supporting Evidence** |
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Student Work and Other Assessments

**Indicator**: Student work and other assessments demonstrate proficiency in the knowledge and skills necessary to be successful learners of the curriculum.

**Prompt**: Provide a range of examples of how student work and other assessment demonstrate proficiency in the knowledge and skills necessary to be successful learners of the challenging, coherent, and relevant curriculum.

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| **Findings** | **Supporting Evidence** |
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Student Feedback

**Indicator**: Student feedback is an important part of monitoring student progress over time based on the expected schoolwide learning results (schoolwide learner outcomes) and the curricular objectives.

**Prompt**: To what extent is student feedback an important part of monitoring student progress over time based on the expected schoolwide learning results (schoolwide learner outcomes) and the curricular standards?

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| **Findings** | **Supporting Evidence** |
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Teacher Monitoring

**Indicator**: Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives have been met.

**Prompt**: How do teachers regularly monitor student progress over time and use student feedback as appropriate to determine whether curricular standards have been met?

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| **Findings** | **Supporting Evidence** |
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B3. How Assessment is Used: Additional Findings

**Indicator**: Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt**: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

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| **Findings** | **Supporting Evidence** |
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Suggested Areas to Analyze

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

* the nature and types of assessment that teachers regularly use to measure student progress towards acquiring a specific body of knowledge or skills such as portfolios, oral or group projects, etc.
* the correlation of assessment to expected schoolwide learning results (schoolwide learner outcomes), curricular objectives, course competencies and instructional approaches used
* student work that demonstrates understanding and application of knowledge and skills
* student portfolios, projects/performances/discussions
* student assessment of the learning
* the monitoring of student progress over time
* the degree of effective use of student feedback as appropriate to determine whether course objectives have been met
* the modifications and revisions in the curriculum and instruction as a result of student assessment, both collectively and individually
* the degree to which parents and community are active in the learning assessment process
* the allocation of resources, including the provision for professional development opportunities, based upon assessment of the expected schoolwide learning results (schoolwide learner outcomes)
* additional evidence

**WASC Category B. Curriculum, Instruction, and Assessment:   
Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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| **Category B: Curriculum, Instruction, and Assessment: Areas of Strength** |
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| **Category B: Curriculum, Instruction, and Assessment: Areas of Growth** |
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**Category C: Support for Student Personal and Academic Growth**

## C1. Student Connectedness Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results (schoolwide learner outcomes)?

CRITERION C1 INDICATORS AND PROMPTS

Personalized Student Support

**Indicator**: The school provides personalized student support correlated to student achievement of the expected schoolwide learning results (schoolwide learner outcomes) and the curricular goals for all students including those admitted with special needs and those learning English as an additional language.

**Prompt**: How do the school leadership and staff provide personalized student support correlated to student achievement of the curricular standards and the expected schoolwide learning results (schoolwide learner outcomes)?

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| **Findings** | **Supporting Evidence** |
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School Support Systems

**Indicator**: The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

**Prompt**: Is the level of school coordination of the system of support services allowing for maximum effectiveness? Are the processes for intervention or referral effective?

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| **Findings** | **Supporting Evidence** |
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Strategies Used for Student Growth/Development

**Indicator**: The school uses strategies to develop students’ self-esteem, a personalized approach to learning, and connections to the learning environment.

**Prompt**: Evaluate the types of strategies used by the school leadership and staff to develop students' self-esteem, personalized approaches to learning, and connections to the learning environment.

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| **Findings** | **Supporting Evidence** |
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Support Services and Learning

**Indicator**: The school ensures that the support services and related activities have a direct relationship to student involvement in learning.

**Prompt**: To what extent does 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?

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| **Findings** | **Supporting Evidence** |
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Co-Curricular Activities

**Indicator**: The school ensures that the co-curricular activities are linked to the expected schoolwide learning results (schoolwide learner outcomes).

**Prompt**: To what extent does the school leadership and staff link co-curricular activities to the expected schoolwide learning results (schoolwide learner outcomes)?

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| **Findings** | **Supporting Evidence** |
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Adequate Available Services

**Indicator**: The school has available adequate services, including referral services, to support students in such areas as English language support, special needs, academic assistance, and, career and personal counseling.

**Prompt**: To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance?

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| **Findings** | **Supporting Evidence** |
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Student Involvement in Curricular/Co-Curricular Activities

**Indicator**: The school regularly evaluates the level of student involvement in curricular/co-curricular activities and student use of support services.

**Prompt**: Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

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| **Findings** | **Supporting Evidence** |
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Student Perceptions

**Indicator**: Interviewing and dialoguing with students assists the school in evaluating the effectiveness of the academic and personalized student support.

**Prompt**: Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.

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| **Findings** | **Supporting Evidence** |
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C1. Student Connectedness: Additional Findings

**Indicator**: Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt**: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

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| **Findings** | **Supporting Evidence** |
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Suggested Areas to Analyze

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

* student profile
* the correlation of personalized student support with student achievement of the expected schoolwide learning results (schoolwide learner outcomes) and the curricular goals for all students including those admitted with special needs and those learning English as an additional language.
* the availability of adequate services, including referral services, to support students in such areas as English language support, special needs, academic assistance, and, career and personal counseling
* the level of school coordination of a system of support services that allows maximum effectiveness, including the processes for intervention and referral
* the relationship of the support services and activities to the classroom instruction
* the level of involvement of teachers with students within and outside the classroom
* the strategies to develop students’ self-esteem, a personalized approach to learning, and connections to the learning environment
* the degree to which the co-curricular activities are linked to the expected schoolwide learning results (schoolwide learner outcomes)
* the level of involvement of students in curricular/co-curricular activities such as student leadership organizations and service projects
* student use of support services
* student interview and survey data on the effectiveness of all support services
* the relationship of support services and activities to continuing education, career planning and preparation
* additional evidence

C2. Parent/Community Involvement Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

*To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?*

CRITERION C2 INDICATORS AND PROMPTS

Regular Parent Involvement

**Indicator**: The school has regular processes for the involvement of parents and community.

**Prompt**: Evaluate the processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process.

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| **Findings** | **Supporting Evidence** |
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Use of Community Resources

**Indicator**: The school uses community resources to support students such as professional services, business partnerships, speakers, etc.

**Prompt**: How effective is the school use of community resources to support students, such as the use of professional services, business partnerships, and speakers?

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| **Findings** | **Supporting Evidence** |
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Parents/Community and Student Achievement

**Indicator**: The school ensures that the parents and school community understand student achievement of the expected schoolwide learning results (schoolwide learner outcomes) through the school’s program.

**Prompt**: How does the school ensure that the parents and school community understand student achievement of the expected schoolwide learning results (schoolwide learner outcomes) through the curricular/co-curricular program?

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| **Findings** | **Supporting Evidence** |
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C2. Parent/Community Involvement: Additional Findings

**Indicator**: Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt**: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

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| **Findings** | **Supporting Evidence** |
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Suggested Areas to Analyze

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

* the level of parent and community involvement in the school’s program
* the procedures for keeping parents and community members involved
* the degree to which community resources are utilized to support students such as career days, business partnerships, speakers, professional services
* the level of understanding regarding student achievement of the expected schoolwide learning results through the school’s program
* additional evidence

**WASC Category C. Support for Student Personal and Academic Growth: Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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| **Category C: Support for Student Personal and Academic Growth: Areas of Strength** |
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| **Category C: Support for Student Personal and Academic Growth: Areas of Growth** |
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**Category D: Resource Management and Development**

D1. Resources Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

*To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the expected schoolwide learning* results *(schoolwide learner outcomes)*?

CRITERION D1 INDICATORS AND PROMPTS

Allocation Decisions

**Indicator**: There is a relationship between the decisions about resource allocations, the school’s purpose and assessment of students accomplishing the expected schoolwide learning results (schoolwide learner outcomes) and the curricular objectives.

**Prompt**: Evaluate the relationship between the decisions about resource allocations, the school's purpose and student achievement of the expected schoolwide learning results (schoolwide learner outcomes) and the curricular standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

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| **Findings** | **Supporting Evidence** |
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Practices

**Indicator**: 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.

**Prompt**: Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.

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| **Findings** | **Supporting Evidence** |
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Facilities

**Indicator**: The facilities are adequate to meet the school’s purpose and are safe, functional, and well-maintained.

**Prompt**: Determine if the facilities are adequate to meet the school's purpose and are safe, functional, and well-maintained.

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| **Findings** | **Supporting Evidence** |
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Instructional Materials

**Indicator**: There are procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, laboratory materials and library/media resources.

**Prompt**: Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.

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| **Findings** | **Supporting Evidence** |
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Well-Qualified Staff

**Indicator**: There are resources available for hiring and nurturing a well-qualified staff.

**Prompt**: Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

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| **Findings** | **Supporting Evidence** |
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D1. Resources: Additional Findings

**Indicator**: Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt**: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

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| **Findings** | **Supporting Evidence** |
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Suggested Areas to Analyze

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

* the relationship of decisions about resource allocations to the school’s purpose and assessment of the expected schoolwide learning results
* the degree of involvement of leadership and staff in the resource allocation
* the annual budget
* the most recent audit
* protections against mishandling of institutional funds
* the business and accounting practices
* the adequacy of the facilities to meet the purpose of the school, i.e., safe, functional, and well-maintained
* the procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed material, audio-visuals, support technology, manipulatives, laboratory materials and library/media resources
* the resources available for hiring and nurturing a well-qualified staff
* advisory committee minutes, if appropriate
* additional evidence

D2. Resource Planning Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent do the governing authority and the school execute responsible resource planning for the future?

CRITERION D2 INDICATORS AND PROMPTS

Master Resource Plan

**Indicator**: The school has a master resource plan. The school has a process for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school’s purpose and expected schoolwide learning results (schoolwide learner outcomes).

**Prompt**: Does the school have a master resource or long-range plan to ensure responsible planning for the future? Evaluate the process for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school's purpose and expected schoolwide learning results (schoolwide learner outcomes).

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Use of Research and Information

**Indicator**: The school uses research and information to form the master resource plan.

**Prompt**: To what extent does the school leadership and staff use research and information to form the master resource plan?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Involvement of Stakeholders

**Indicator**: Stakeholders are involved in the future planning.

**Prompt**: Is there effective involvement of stakeholders in the school's future planning?

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Informing

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

**Prompt**: Is there evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization?

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Marketing Strategies

**Indicator**: The school has marketing strategies to support the implementation of the developmental program.

**Prompt**: How effective are the marketing strategies to support the implementation of the developmental program?

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

D2. Resource Planning: Additional Findings

**Indicator**: Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt**: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

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| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

**Prompt**: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

|  |  |
| --- | --- |
| **Findings** | **Supporting Evidence** |
|  |  |

Suggested Areas to Analyze

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

* a master resource plan
* a procedure for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school’s purpose and learning results
* the marketing strategies used to support the implementation of the developmental program
* the research and information used to form the master resource plan
* the involvement of stakeholders in the future planning
* governing authorities and school leaders involved in informing the public and appropriate governmental authorities about the financial needs of the organization
* additional evidence

**WASC Category D. Resource Management and Development: Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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| **Category D: Resource Management and Development: Areas of Strength** |
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| **Category D: Resource Management and Development: Areas of Growth** |
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**Prioritized Areas of Growth Needs from Categories A through** **D**

Prioritize the growth areas from the four categories.

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# Chapter V: Schoolwide Action Plan

A. Describe the schoolwide action plan. (Use the prioritized list of growth areas developed in Chapter IV to develop the action plan sections.)

For each action plan section, include:

**— statement of area for improvement (goal)**

**— rationale for area based on self-study findings**

**— one or more schoolwide learner outcomes addressed**

**— ways of assessing progress, including student achievement of the learning results (and curricular standards)**

**— specific steps, including professional development**

**— timeline (month, year)**

**— person(s) responsible (designate by asterisk) and involved resources**

**— means to monitor and report progress to all members**

B. State specific strategies to be used by all the staff within each subject area/support program in order to accomplish the sections of the schoolwide action plan, if needed. (*Note: only if different from the schoolwide steps*.)

C. Describe the school’s follow-up process.

# Appendix:

Results of questionnaires, interviews, and support material.