TITLE: Guidelines for the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) Accreditation Process

NUMBER: REF-5832.9

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ROUTING
Local District Superintendents
Administrators of Instruction
Administrators of Operation
Community of Schools Administrators
High School/Select Middle School Principals
Assistant Principals
WASC Coordinators
UTLA Chapter Chairs

PURPOSE: The purpose of this reference guide is to provide updated information to District schools (high schools and select middle schools) undergoing the accreditation process under the auspices of the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC).

MAJOR CHANGES: This reference guide replaces REF-5832.8, *Guidelines for the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) Accreditation Process*, dated August 16, 2021. It provides an overview and framework, including updated information regarding the six-year accreditation cycle, self-study, accreditation visit, and follow-up processes. It also includes information regarding WASC accreditation resources and support.

BACKGROUND:

I. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC)

A. District high schools and select middle schools undergo an accreditation process under the auspices of WASC. It is a six-year accreditation cycle, guided and assisted by a self-study, visit and follow-up (Attachment A).

B. The WASC accreditation process validates the integrity of a school's program and student transcripts (at the high school level) and ensures for the benefit of colleges, universities and the community at large that graduating students have mastered a body of knowledge.

C. Why WASC accreditation is necessary:
1. The University of California requires all California public and private high schools to be ACS WASC accredited (or a candidate for accreditation) in order to establish and/or maintain an "a-g" course list.
2. Accreditation is required with respect to the Cal Grants.

3. The ACS WASC/CDE (California Department of Education) process serves as the basis for the School Plan for Student Achievement (SPSA).
4. Colleges and universities examine transcripts to determine if students have attended accredited institutions.
5. Teachers receive credit for the years during which they taught at an accredited school by many schools/districts nationwide.
6. Military recruiters expect applicants to be from accredited schools.
7. Many districts have policies to accept credits only from ACS WASC accredited schools or schools accredited by other regions that have reciprocal agreements with ACS WASC.

D. The WASC Focus on Learning process works in harmony with the School Plan for Student Achievement (SPSA), which is a plan of action to improve student academic performance by coordinating all educational services and resources. Through the Focus on Learning process, a school fulfills the requirements for accreditation and forms the basis for the SPSA that is aligned with the Local Control and Accountability Plan (LCAP) and developed using a single set of research-based criteria.

INSTRUCTIONS:

II. OVERVIEW OF WASC ACCREDITATION PROCESS

A. WASC Focus – WASC accreditation focuses attention on five WASC/CDE criteria categories:
   1. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
   2. Curriculum (California Standards-based Student Learning)
   3. Instruction (California Standards-based Student Learning)
   4. Assessment and Accountability (California Standards-based Student Learning)
   5. School Culture and Support for Student Personal and Academic Growth

B. ACS WASC School and Member Portals
   1. In Fall 2020, WASC launched its School and Member Portals. All ACS WASC accreditation materials were moved to the portals to deliver a customized experience for the user.
   2. Through the portals, schools and members have access to the applicable manual and templates for its current accreditation status. Materials will also be easy to submit.
   3. To access the applicable manual and templates for its current accreditation status, a school site needs to login to the ACS WASC School Portal at https://acswasc.force.com/schoolportal/s/login/.
   4. A username and password are required to access the portals. Contact ACS WASC at mail@acswasc.org to request access or for additional information.

C. WASC Three-Stage Accreditation Process (School Improvement Cycle)
   1. Self-Study
      a. Using the WASC *Focus on Learning* protocol, a school site begins the accreditation process by conducting a comprehensive self-evaluation (self-study), reflecting on what the school does well and what areas need improvement.
      b. The *Focus on Learning* protocol shifts the focus of accreditation visits from a compliance model to a school improvement model.
      c. A school WASC leadership team should include, at minimum, the principal, the administrator in charge of the WASC accreditation process, the WASC coordinator and the UTLA chapter chair.
      d. At the onset of the accreditation process (eighteen months prior to the scheduled WASC accreditation visit), it is the responsibility of the principal to share with the local district leadership the school's site self-study efforts and request, as needed, guidance and ongoing support during the accreditation process.
      e. A school site WASC leadership team is responsible for addressing the following key action items:
         i. Site Timeline (Attachment B): The self-study process requires at least eighteen months to complete.
         ii. A school leadership team should begin self-study activities no later than mid/late fall in the school year that precedes the year of the WASC visit.
         iii. For example, if a WASC visit is scheduled for spring of the 2023-2024 academic year, a school's leadership team should begin self-study activities in mid/late fall of 2022-2023.
         iv. WASC Self-Study Time-Task Calendar:
            a) Using the WASC Self-Study Time-Task Calendar as a framework, a site team develops a time-task calendar that addresses all key accreditation components and actions (Attachment B).
            b) The Time-Task Calendar serves as a guide for the self-study planning and implementation process and the accreditation visit.
         v. Plan for the Engagement of All Staff and Stakeholders: A site leadership team **must** develop a self-study plan that ensures the engagement of all constituent groups, i.e., certificated/classified staff, students, and parents/community representatives.
         vi. Resource Allocation Plan: A site team must identify the resources (fiscal, human and time) necessary to support the WASC accreditation process.

2. Self-Study Report
    a. After conducting a comprehensive self-evaluation, reflecting on what the school does well and what areas need improvement, a site team writes a *Self-Study Report* that outlines the school's findings and charts a course for future school improvement (Attachment C).
    b. A site team must also update the School Plan for Student Achievement (SPSA) to reflect the self-study goals, strategic action plan and any recommendations left by the visiting committee.
    c. A self-study report must be submitted by the deadline indicated by ACS WASC. Any deviations from that deadline must be pre-approved by ACS WASC. A WASC visiting committee chair does not have the authority to change the deadline to submit the self-study report.
3. WASC Visit
    a. After reviewing a site's *Self-Study Report*, a WASC visiting committee, composed of fellow non-District educators, spends three-and-a-half days at the school (Attachment D).
    b. A WASC visiting committee observes classrooms, meets with stakeholder groups, conducts its own review of evidence and student work, and meets with focus groups and other stakeholder groups (Attachment E). For more detailed guidance, refer to the *Focus on Learning* manual which can be accessed through the WASC School Portal: https://www.acswasc.org/.
    c. At the conclusion of a site visit, a WASC committee writes a *Visiting Committee Report* that outlines its findings—identifying strengths and recommending areas that need attention prior to the next visit.
    d. A *Visiting Committee Report* is then sent to the WASC Commission to assist Commission members in determining a school's accreditation status (Attachment F).
        i. A school's WASC accreditation status reflects the Commission's determination of the degree to which a school demonstrates the capacity, commitment and competence to support high-quality student learning and ongoing school improvement.
        ii. The accreditation status awarded to a school also describes the level of support the Commission believes a school will require for continuing improvement during the next six-year accreditation cycle (Attachment F).
4. Ongoing School Improvement (Follow-up)
    a. After the visit, a school, with the support of the local district, refines, implements, and monitors its schoolwide action plan and the School Plan for Student Achievement (SPSA).
    b. Learner goals and action steps identified in the self-study, as well

as visiting committee recommendations, are to be incorporated into the SPSA.

c. The schoolwide action plan identifies:
   i. Key issues to address
   ii. Who is responsible
   iii. What resources are needed
   iv. How progress will be assessed and reported to stakeholders

5. A high school is responsible for updating its accreditation information on its "a-g" course list by e-mailing a copy of the official accreditation letter or certificate stating the new accreditation status to University of California Office of the President (UCOP).
   a. Procedures for updating accreditation status are provided in REF-5833.10, *Revision of the UC/CSU A-G Approved Course List*, dated March 28, 2022 and on the UCOP website.
   b. For additional information, refer to the Related Resources section of this reference guide.

D. Mid-Cycle and Probationary WASC Revisits
   1. Mid-Cycle Revisit
      a. The WASC Commission may award an accreditation status that requires a one- or two-day mid-cycle revisit at the three-year mark of the six-year accreditation cycle.
      b. A mid-cycle revisit does not require a school to conduct a full self-study. However, a school is required to write and submit a mid-cycle report to WASC prior to the revisit.
      c. The Mid-Cycle Report consists of five sections:
         i. Student/Community Profile Data
         ii. Significant Changes and Developments
         iii. Ongoing School Improvement
         iv. Progress on Critical Areas for Follow-up/Schoolwide Action Plan
         v. Schoolwide Action Plan Refinements
      d. Templates and procedures for completing a mid-cycle report are available in the ACS WASC School Portal: https://www.acswasc.org/.
   2. Special Progress Visit
      a. Following a mid-cycle report and revisit, the WASC Commission may determine that a special progress visit and report are required during the fourth year of the six-year accreditation cycle.
   3. Templates and procedures for completing a special progress report are available in the ACS WASC School Portal: https://www.acswasc.org/.
   4. Probationary Revisit
      a. The WASC Commission may award a one-year or a two-year probationary accreditation status to a school following a self-study.

b. In such a situation, the Commission has determined that there is compelling evidence that a school deviates significantly from the WASC criteria in one or more critical areas and requires attention within the probationary status term (one or two years).
c. The school must then prepare a probationary report (as described in the Mid-Cycle Revisit above) describing how it has addressed the critical areas identified by the Commission, and a visiting committee will visit the school after the probationary status term (one or two years).
d. Templates and procedures for completing a probationary report are available in the ACS WASC School Portal: https://www.acswasc.org/.

III. Request for Technical Support, Change of WASC Visitation Dates, Extension or Appeal of Assigned Term

A. Technical Support: Any time during the accreditation process, a principal may contact the local district or Advanced Learning Options for guidance.

B. Change of WASC Visitation Dates:
1. To change a school's WASC visitation date, a principal must submit a formal request on a school's official letterhead that is addressed to the WASC president. It should include pertinent information for the request.
2. The principal then contacts the director of Advanced Learning Options who will then forward the request for change of a visitation date to WASC. The principal is not to send the request directly to WASC.
3. Not all requests are granted.
4. Significant additional costs are incurred as a result of changes to a WASC visitation schedule and for appeals. It is a school's responsibility to issue payment for all additional charges in a timely manner.

C. WASC Professional Development:
1. Advanced Learning Options/WASC Training
   a. A school site WASC leadership team (three to four members) may attend professional development sessions offered by Advanced Learning Options in partnership with WASC.
   b. WASC professional development is designed to inform the team of the self-study requirements and to provide guidance for completing the self-study tasks.
      i. For a self-study, the professional development cycle begins eighteen months prior to the ACS WASC committee visit (Attachment B).
         a) Day 1 is offered in the fall semester 18 months prior to the school year of visit.
         b) Day 2 is offered in the spring semester of the school year prior to the school year of visit. For example, if your visit is

scheduled for spring 2023-2024 school year, the school site WASC team should attend Day 1 during fall 2022-2023, Day 2 during spring of 2022-2023 and Day 3 fall 2023-2024.

ii. Each day of the WASC self-study training provides guidance on writing the required chapters in the self-study report. Attachment C includes an overview of the content and focus of each training session.

2. A half-day professional development is also available for schools completing a mid-cycle or probationary revisit report.
3. Professional development is also provided to District staff, i.e., teachers, site and local district administrators who are interested in participating on a WASC visiting committee. Bi-annually, information regarding visiting committee professional development is sent directly to school sites.
4. Online WASC professional development—The ACS WASC website provides recorded webinars and PowerPoint presentations.

IV. WASC ACCREDITATION FUNDS

A. WASC Annual Fees
   1. Each academic year Advanced Learning Options allocates funds to support school site preparation efforts for a WASC accreditation visit.
   2. Advanced Learning Options covers the annual WASC membership fees for all LA Unified high schools and select middle schools. It also reimburses WASC visiting committee members who participate in an in-person self-study visit.

B. For detailed information on the allocation of funds to schools participating in accreditation visits and the reimbursement of expenses for WASC visiting committee members participating in a WASC self-study, refer to the District memorandum, *WASC Accreditation Funds*, issued each academic year.

RELATED RESOURCES:

District communications:

- REF-5833.10, *Revision of the UC/CSU A-G Approved Course List*, dated March 28, 2022.
- MEM-6535.7, *Western Association of Schools and Colleges (WASC) Accreditation Funds*, dated July 5, 2022.

WASC Accreditation Process: Go to the ACS WASC website at http://www.acswasc.org.

Initial Visit: Click on this link, CA Initial Visit Procedures, or go to ACS-WASC_CDE-INITIALVISITPROCEDURES-2019.PDF (ACSWASC.ORG)

ACS WASC Affiliation Steps: Click on link, ACS WASC Affiliation Steps, or go to https://www.acswasc.org/wp-content/themes/acswasc/pdf/ACS-WASC-Affiliation-Steps.pdf

ADDITIONAL RESOURCES:

WASC Coordinator Checklist: WASC-CDE SS Coordinator Checklists.pdf
UCOP Accreditation Requirements: UCOP Accreditation Requirements

ASSISTANCE:

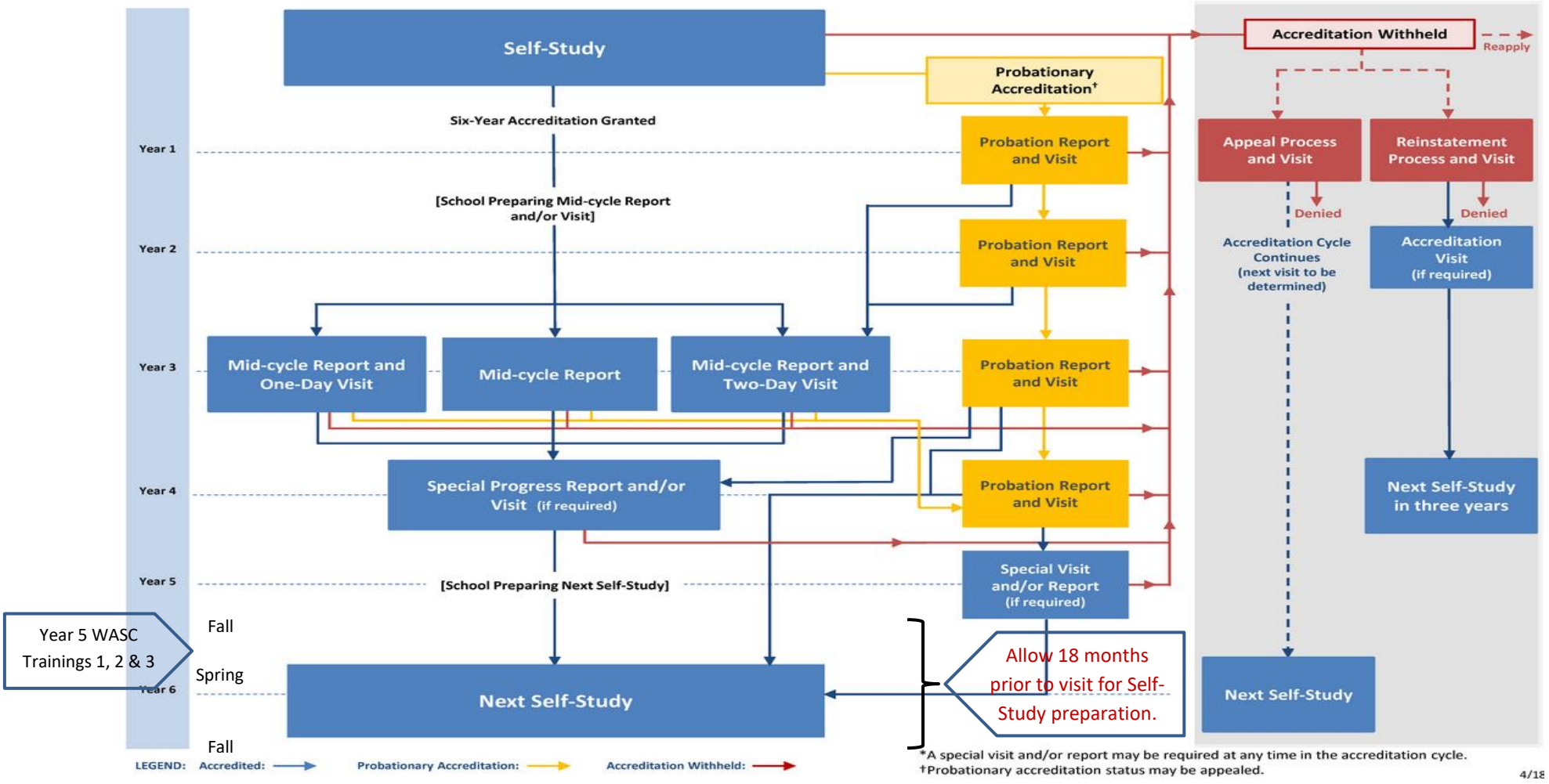
For instructional support and guidance with the WASC accreditation process, contact the local district director assigned to your school site. For general information regarding WASC funds and/or to request technical support or information regarding professional development contact Advanced Learning Options:

- Gloria Martinez, Ed.D., Coordinator, at gloria.m.martinez@lausd.net or (213) 241-4870

WASC ACCREDITATION STATUS TIMELINE

www.acswasc.org

ATTACHMENT A



ATTACHMENT B-1

WASC Self-Study Time-Task Calendar
(WASC New School Visits occurring during Fall 2024)

DIRECTIONS: The District's WASC Self-Study Time-Task Calendar supports the systematic planning and implementation of the self-study process and the actual onsite accreditation visit. It delineates action items, identifies critical due dates and defines benchmarks at each stage of the accreditation process.

Organizational Activities		Self-Study Tasks	Participants	Product in Self-Study
Self-Study				
18 Months Prior to Visit				
March/ April 2023	✓ Select WASC school accreditation coordinator.	Organize for the Self-Study	Leadership Team	Guiding documents to lead school through the Self-Study
	✓ Organize WASC accreditation leadership team.			
	Leadership team attends Day 1 WASC training (Completing Tasks 1 and 2).			
	✓ Review with leadership team WASC rubrics, criteria sample prompts, report guidelines and workshop materials.			
	✓ Develop a time-task calendar for leadership team meetings, committee meetings, writing of interim report and self-study. Establish meeting dates.			
	✓ Provide stakeholders with overview of WASC process and work to be completed over the next 18 months.			
	✓ Organize *Focus on Learning* committees and committee chairs.			
	✓ Establish meeting dates through June.			
	✓ Provide stakeholders with an overview of the accreditation and self-study process. ✓ Provide previous visiting committee reports and previous WASC self-study and action plan for review by all stakeholders.			
	✓ Begin Tasks 1 & 2 (Tasks 1 & 2 may be completed simultaneously).	**Task 1:**		Chapter I:

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Organizational Activities		Self-Study Tasks	Participants	Product in Self-Study
Self-Study				
October/ November 2023	✓ Forward copies of all previous reports and evidence (School Plan) to the Local District Community of Schools Administrator for review and monitoring.	• Summarize progress since previous full self-study **Task 2:** • Refine the student/community profile, based on analyzed and disaggregated data • Clarify the schoolwide learner outcomes	– Leadership Team – All Stakeholders - Leadership Team and/or Student Profile Committee – Focus Groups	Progress Report on schoolwide action plan, including integrated critical areas for follow-up Chapter II: Student/Community Profile
	Leadership team attends Day 2 WASC training (Tasks 1 & 2 completed and beginning Task 3).			
	✓ Local District Community of Schools Administrator reviews status of accreditation and the organization of the leadership team and stakeholder representation with the principal.			
November 2023	✓ Local District Community of Schools Administrator meets with school site instructional team and reviews the WASC process with the school.			
	✓ Review Tasks 1 & 2 with stakeholders.			

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Organizational Activities		Self-Study Tasks	Participants	Product in Self-Study
January/ February 2024	✓ Complete Task 3. ✓ Begin Task 4.	**Task 3:** • Analyze the quality of the school program in relation to the ACS WASC/CDE criteria with emphasis on the identified critical learner needs and related schoolwide learner outcomes • Synthesize the information, determine strengths and growth needs, and identify potential action steps **Task 4:** • Summarize implications of the data and progress; identify 2 to 3 critical learner needs; determine important related questions for use in the Home/Focus Groups	– Focus Groups – Home Groups – Leadership Team – All Stakeholders	Chapter III: Self-Study Findings • Notes/evidence for informational sharing between Home Groups and Focus Groups • Self-Study Report, Chapter III, "Self-Study Findings" • Pertinent evidence available for review by visiting committee Chapter IV: Summary of Data and Progress
February 2024	Local District Community of Schools Administrator reviews with the site principal and instructional team, the WASC self-study process, includes timetable and deliverables from February through June.			
April/May 2024	✓ Advise the Local District Community of Schools Administrator that the principal has met with the WASC visiting team chairperson and established a positive relationship.			
	✓ Finalize Tasks 1, 2 & 3 ✓ Review/Update Chapters I, II & III to reflect data from 2022-2023 and 2023-2024 school years.			
	✓ Ensure that all stakeholders are engaged in the WASC process.			

	Review makeup of accreditation teams to ensure participation of parents, students, community and staff.			
	✓ Check in (April, May, and June) with principal and accreditation chairperson regarding progress in preparing for accreditation and address specific concerns/needs.			
	✓ Contact Local District and/or Advanced Learning Options should there be any concerns or technical support needed.			
	✓ Include Local District Community of Schools Administrator participation in school's accreditation team meetings.			
	✓ Review all prior committee recommendations to ensure they have been addressed (August).			
	✓ Identify any WASC issue that has not been resolved; prepare a specific strategy for addressing that issue.			
April/May 2024	✓ Complete Task 4.			
	✓ **Leadership team continues to address Task 5.**			
	Local District Community of Schools Administrator reviews the evidence that all stakeholders are engaged, through Focus on Learning Teams and with			

	stakeholder groups, on the accreditation process. The goal is to ensure that throughout the WASC process and particularly prior to the WASC visit, that all stakeholders—staff, students, parents and community—clearly understand: ✓ The focus of the site's accreditation report ✓ Specific action steps taken ✓ How prior recommendations have been addressed ✓ How systemic issues have been resolved			
June 2024	✓ Complete Task 5.	**Task 5:** • Revise the comprehensive schoolwide action plan • Define schoolwide and subgroup growth targets • Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan	– Leadership Team – All Stakeholders via Home and Focus Groups	Self-Study Report, Chapter V, "Schoolwide Action Plan"
June 2024	Local District Community of Schools Administrator receives a draft of the self-study and with the site leadership team carefully reviews the report. ✓ Fall WASC visitations: Review of draft should occur no later than 10 weeks prior to scheduled visitation. ✓ Local District Community of Schools Administrator must ensure that the WASC reports are integrated with all other school plans, specifically the School Plan.			
August	School site submits final report to **Local District.**			

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2024	✓ Spring WASC Visitation: Prior to submitting the final report to WASC, school site reviews it with Local District Community of Schools Administrator for approval.			
August/ September 2024	✓ Submit final report to WASC no later than 6 weeks prior to visit. ✓ Increase communication regarding WASC process to a daily basis within the school. ✓ Focus on Learning teams continue to meet on a regular basis to review recommendations, action plan and to plan for or to implement specific recommendations. ✓ Review visitation schedule with stakeholders. ✓ Ensure proper housing of the committee. ✓ Ensure properly supplied room. ✓ Ensure amenities. ✓ Ensure appropriate guides, maps of the school, etc. Local District Community of Schools Administrator coordinates with the principal to schedule a planning meeting. The Local District Director reviews the checklist for conducting a WASC visitation with the principal and site instructional leadership team to ensure:			

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	✓ Preparation of stakeholder logistics ✓ Interaction of principal and leadership with WASC team			

Four-Six Weeks Prior to the Visit	
August/ September 2024	Local District Community of Schools Administrator: ✓ Debriefs first with school leadership team and then total staff using Accreditation Status Determination Worksheet (Attachment E) ✓ Leads staff in a self-assessment of their current status (Attachment F) ✓ Follows up and addresses with site all issues identified during the preparatory visit
	Local District Community of Schools Administrator conducts final meeting with faculty and stakeholders no later than one week prior to the WASC visit to ensure all procedures/information are in place and that concerns have been addressed.

WASC Visit	
During the visit **Fall 2024**	**WASC visiting committee team** conducts visit, which includes meeting with Local District Community of Schools Administrator, Leadership Team, Focus Groups, and Student Committee. ✓ Local District Community of Schools Administrator meets day two with the visiting committee.
	WASC visiting committee team conducts visit, which includes meeting with leadership team, focus groups, and student committee to gather evidence. ✓ Last day of visit, WASC visiting committee team meets with the leadership team, and others invited by the school to discuss/clarify findings of the visit and the VC report. ✓ Conclusion of the visit, report to staff/stakeholders. ✓ If Visiting Committee Report is finalized, the VC chairperson leaves a copy of the report with the school for duplication and dissemination. ✓ If not finalized, the VC leaves a draft copy with the principal and is responsible for getting the final report to the school in a timely basis (within 10 working days).
	Principal debriefs recommendations with school staff and develops follow-up action plan. Discusses action plan with Local District Community of Schools Administrator
	WASC Commission notifies principal, Advanced Learning Options and LAUSD superintendent of "term" awarded to the school.

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WASC Visit	
January	✓ Fall visit – Commission meets end of January; letters sent to schools mid-February.
	✓ School principal ONLY may contact WASC office at (650) 696-1060 one week after the Commission meets to request term status.
February	School principal sends communication notifying the entire school community and the Local District of the following: ✓ The length of the term school received and what that means (Attachment C) ✓ The "School-wide Areas of Strength" ✓ The "Critical Areas Needed for Follow-Up" ✓ What is the school's intended "Follow-Up Plan" based upon the "Strategic Support Plan"? – How does the school intend to refine, implement, and monitor plans to address the recommendations? – What evidence of improved achievement will be used to assess progress? – How will the school community be involved and informed of progress? ✓ School informs UCOP of the accreditation status awarded.

Ongoing School Improvement	
Ongoing	✓ Update the School Plan for Student Achievement (SPSA) to reflect the Self-Study goals and strategic action plan, and any recommendations left by the Visiting Committee. Update the SPSA annually as WASC actions/recommendations are completed.
	✓ Annually update the student/community profile and discuss with all stakeholders.
	✓ Periodically, review the schoolwide learner outcomes, the school vision, and mission.
	✓ Analyze and synthesize data that provides evidence of school progress and complete a mid-cycle report for submission to ACS WASC.
	Local District Community of Schools Administrator schedules regular progress report meetings with school site administrators to learn status of implementation efforts and provide continuous support.

ATTACHMENT B-2

WASC Self-Study Time Task Calendar
(WASC High School Visits occurring during Spring 2024)

DIRECTIONS: The District's WASC Self-Study Time-Task Calendar supports the systematic planning and implementation of the self-study process and the actual on site accreditation visit. It delineates action items, identifies critical due dates and defines benchmarks at each stage of the accreditation process.

Organizational Activities		Self-Study Tasks	Participants	Product in Self-Study
Self-Study				
18 Months Prior to Visit				
October/ November 2022	✓ Select WASC school accreditation coordinator.	Organize for the Self-Study	– Leadership Team	Guiding documents to lead school through the Self-Study
	✓ Organize WASC accreditation leadership team.			
	✓ **Leadership team attends WASC Day 1 training (Completing Tasks 1 & 2).**			
	✓ Review with leadership team WASC rubrics, criteria sample prompts, report guidelines and workshop materials.			
	✓ Develop a time-task calendar for leadership team meetings, committee meetings, writing of interim report and self-study. Establish meeting dates.			
	✓ Provide stakeholders with overview of WASC process and work to be completed over the next 18 months.			
	✓ Organize *Focus on Learning* committees and committee chairs.			
	✓ Establish meeting dates through June.			
	✓ Provide stakeholders with an overview of the accreditation and self-study process. ✓ Provide previous visiting committee reports and previous WASC self-study and action plan for review by all stakeholders.			

ATTACHMENT B-2

Organizational Activities		Self-Study Tasks	Participants	Product in Self-Study
Self-Study				
January-March 2023	✓ Begin Tasks 1 & 2 (Tasks 1 & 2 may be completed simultaneously).	**Task 1:** • Summarize progress since previous full self-study **Task 2:** • Refine the student/community profile, based on analyzed and disaggregated data • Clarify the schoolwide learner outcomes	– Leadership Team – All Stakeholders – Leadership Team and/or Student Profile Committee – Focus Groups	Chapter I: Progress Report on schoolwide action plan, including integrated critical areas for follow-up Chapter II: Student/Community Profile
	✓ Forward copies of all previous reports and evidence (Single Plan) to the Local District Community of Schools Administrator for review and monitoring.			
	Local District Community of Schools Administrator reviews status of accreditation and the organization of the leadership team and stakeholder representation with the principal.			
April 2023	**Leadership team attends WASC Day 2 training.**			
	Local District Community of Schools Administrator meets with school site instructional team and reviews the WASC process with the school.			
	✓ Review completed Tasks 1 & 2 with stakeholders.			

Organizational Activities		Self-Study Tasks	Participants	Product in Self-Study
June-September 2023	✓ Complete Task 3. ✓ Begin Task 4.	**Task 3:** • Analyze the quality of the school program in relation to the ACS WASC/CDE criteria with emphasis on the identified critical learner needs and related schoolwide learner outcomes	– Focus Groups – Home Groups	Chapter III: Self-Study Findings • Notes/evidence for informational sharing between Home
September/ October 2023	✓ **Leadership team attends Day 3 WASC training (Completing Task 4).**			

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Organizational Activities		Self-Study Tasks	Participants	Product in Self-Study
November 2023	Local District Community of Schools Administrator reviews with the site principal and instructional team, the WASC self-study process, includes timetable and deliverables from February through June.	• Synthesize the information, determine strengths and growth needs, and identify potential action steps **Task 4:** • Summarize implications of the data and progress; identify 2 to 3 critical learner needs; determine important related questions for use in the Home/Focus Groups	– Leadership Team – All Stakeholders	Groups and Focus Groups • Self-Study Report, Chapter III, "Self-Study Findings" • Pertinent evidence available for review by visiting committee Chapter IV: Summary of Data and Progress

Organizational Activities		Self-Study Tasks	Participants	Product in Self-Study
Spring Visit 2024				
December 2023	✓ Advise the Local District Community of Schools Administrator that the principal has met with the WASC visiting team chairperson and established a positive relationship.			
	✓ Complete Tasks 1, 2 & 3: Review/Update Chapters I, II & III to reflect data from 2021-2022, 2022-2023 and 2023-2024 school years.			
	✓ Ensure that all stakeholders are engaged in the WASC process. Review make-up of accreditation teams to ensure participation of parents, students, community and staff.			

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Organizational Activities		Self-Study Tasks	Participants	Product in Self-Study
Spring Visit 2024				
	✓ Check in, April, May, and June, with principal and accreditation chairperson regarding progress in preparing for accreditation and address specific concerns/needs.			
	✓ Contact Local District and/or Central should there be any concerns or technical support needed.			
	✓ Include Local District Community of Schools Administrator participation in school's accreditation team meetings.			
	✓ Review all prior committee recommendations to ensure they have been addressed.			
	✓ Identify any WASC issue that has not been resolved; prepare a specific strategy for addressing that issue.			
January 2024	✓ Complete Task 4.			
	✓ **Leadership team continues to address Task 5.**			
	Local District Community of Schools Administrator reviews the evidence that all stakeholders are engaged through Focus on Learning Teams and with stakeholder groups on the accreditation process. The goal is to ensure that throughout the WASC process and particularly prior to the WASC visit, that all stakeholders—staff, students, parents and community—clearly understand: ✓ The focus of the site's accreditation report ✓ Specific action steps taken ✓ How prior recommendations have been addressed ✓ How systemic issues have been resolved			

ATTACHMENT B-2

Organizational Activities		Self-Study Tasks	Participants	Product in Self-Study
Spring Visit 2024				
January **2024**	Local District Community of Schools Administrator receives a draft of the self-study and with the site leadership team carefully reviews the report. ✓ Fall WASC visitations: Review of draft should occur no later than 10 weeks prior to scheduled visitation. ✓ Local Director must ensure that the WASC reports are integrated with all other school plans, specifically the Single Plan.	**Task 5:** • Revise the comprehensive schoolwide action plan • Define schoolwide and subgroup growth targets • Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan	– Leadership Team – All Stakeholders via Home and Focus Groups	Self-Study Report, Chapter V, "Schoolwide Action Plan"
	School site submits final report to **Local District.** ✓ Spring WASC Visitation: Prior to submitting the final report to WASC, school site reviews it with Local District Community of Schools Administrator for approval.			
January/ February **2024**	✓ Submit final report to WASC no later than 6 weeks prior to visit.			
	✓ Increase communication regarding WASC process to a daily basis within the school.			
	✓ Focuses on Learning teams continue to meet on a regular basis to review recommendations, action plan and to plan for or to implement specific recommendations.			
	✓ Review visitation schedule with stakeholders. ✓ Ensure proper housing of the committee. ✓ Ensure properly supplied room. ✓ Ensure amenities. ✓ Ensure appropriate guides, maps of the school, etc.			

ATTACHMENT B-2

Organizational Activities		Self-Study Tasks	Participants	Product in Self-Study
Spring Visit 2024				
	Local District Community of Schools Administrator coordinates with the principal to schedule a planning meeting conducted by the Local District. The Local District Community of Schools Administrator reviews the checklist for conducting a WASC visitation with the principal and site instructional leadership team to ensure: ✓ Preparation of stakeholder logistics ✓ Interaction of principal and leadership with WASC team			
Four-Six Weeks Prior to the Visit				
January/ February 2024	**The** Local District Community of Schools Administrator Leads WASC Preparatory visit ✓ Debriefs first with school leadership team and then total staff using Accreditation Status Determination Worksheet (Attachment E) ✓ Leads staff in a self-assessment of their current status (Attachment F) ✓ Follows up and addresses with site all issues identified during the preparatory visit			
	Local District Community of Schools Administrator conducts final meeting with faculty and stakeholders no later than one week prior to the WASC visit to ensure all procedures/information are in place and that concerns have been addressed.			
WASC Visit				
During the visit	**WASC visiting committee team** conducts visit, which includes meeting with Local District Community of Schools Administrator Leadership Team, Focus Groups, and Student Committee. ✓ Local District Community of Schools Administrator meets day two with the visiting committee.			
March 2024	**WASC visiting committee team** conducts visit, which includes meeting with leadership team, focus groups, and student committee to gather evidence ✓ Last day of visit, WASC visiting committee team meets with the leadership team and others invited by the school to discuss/clarify findings of the visit and the VC report ✓ Conclusion of the visit, report to staff/stakeholders ✓ If visiting committee report is finalized, the VC chairperson leaves a copy of the report with the school for duplication and dissemination. ✓ If not finalized, the VC leaves a draft copy with the principal and is responsible for getting the final report to the school in a timely basis (within 10 working days).			

ATTACHMENT B-2

WASC Visit	
	Principal debriefs recommendations with school staff and develops follow-up action plan. Discusses action plan with Local District Community of Schools Administrator
	WASC Commission notifies principal. Advanced Learning Options and LAUSD superintendent of "term" awarded to the school.
May/June	✓ Spring visit – Commission meets end of April; letters sent to schools mid-May.
	✓ School principal ONLY may contact WASC office at (650) 696-1060 one week after the Commission meets to request term status.
May/June	School principal sends communication notifying the entire school community and the Local District of the following: ✓ The length of the term school received and what that means (Attachment C) ✓ The "School-wide Areas of Strength" ✓ The "Critical Areas Needed for Follow-Up" ✓ What is the school's intended "Follow-Up Plan" based upon the "Strategic Support Plan"? – How does the school intend to refine, implement, and monitor plans to address the recommendations? – What evidence of improved achievement will be used to assess progress? – How will the school community be involved and informed of progress? ✓ School informs UCOP of the accreditation status awarded

Ongoing School Improvement	
Ongoing	✓ Update the Single Plan for Student Achievement (SPSA) to reflect the self-study goals and strategic action plan, and any recommendations left by the visiting committee. Update the SPSA annually as WASC actions/recommendations are completed.
	✓ Annually update the student/community profile and discuss with all stakeholders.
	✓ Periodically, review the schoolwide learner outcomes, the school vision, and mission.
	✓ Analyze and synthesize data that provides evidence of school progress, and complete a mid-cycle report for submission to ACS WASC.
	Local District Community of Schools Administrator schedules regular progress report meetings with school site administrators to learn status of implementation efforts and provide continuous support.

ATTACHMENT C

Focus on Learning: WASC/CDE Process Guide
Overview of the Self-Study Report

Chapter/*Training Provided*	**Content & Purpose**
Preface: *ACS WASC Day 1 Training* *18 months prior to visit**	✓ School's Schoolwide Learner Outcomes (SLOs) ✓ School's self-study process with respect to expected outcomes 1. Involvement and collaboration of all staff and stakeholders to support student achievement 2. Clarification and measurement of what all students should know, understand and be able to do through SLOs and academic standards 3. Gathering and data analysis regarding students and student achievement 4. Assessment of the entire school program and its impact on students learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria 5. Alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan
Chapter I: Progress Report (2 pages) *ACS WASC Day 1 Training* *18 months prior to visit**	Since the last self-study: • Comment on the school's major changes and follow-up process • Discuss how the school through its action plan has incorporated each of the critical areas for follow-up, including the impact of student learning
Chapter II: Student/Community Profile and Supporting Data and Findings *ACS WASC Day 1 Training* *18 months prior to visit**	Summarize the most critical information from the student/community profile that impacts the school. Include the following: ✓ Demographic data ✓ Student achievement data ✓ Relevant data, e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, and programs for students ✓ Identified critical student learning needs and their linkage to schoolwide learner outcomes **NOTE:** Show data in chart format and comment. Include sections of the profile that show achievement data and analysis. Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile.
Chapter III: Self-Study Findings *ACS WASC Day 2 Training 12 months prior to visit**	Based on the self-study and visiting committee findings, for each criterion in the following categories: A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources B. Curriculum C. Learning and Teaching D. Assessment and Accountability E. School Culture and Support for Student Personal and Academic Growth.

	• Write an analytical summary of what currently exists and its impact on student learning • Highlight areas of strength (if any) • Highlight the key issues (if any) • List important evidence about student learning from the self-study and the visit that supports these strengths and key issues. **NOTE:** When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed. Refer to the *ACS WASC Accreditation Status Determination Worksheet*.
Chapter IV: Summary from Analysis of Identified Major Student Learning Needs *ACS WASC Day 3 Training* *8 months prior to visit**	• Synthesize schoolwide areas of strength and list numerically. *Be sure that these can be documented by other sections of the report.* • Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.* ✓ Ensure that all Critical Areas have a "who," "what," and a "why" in relation to the impact on student learning ✓ Confirm areas already identified by the school in the action plan sections ✓ Confirm areas to be strengthened within the already identified areas ✓ Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program operation, and the action plan.*
Chapter V: Schoolwide Action Plan/SPSA (1-2 pages)	• Include a summary (brief) of the schoolwide action plan • Comment on the following school improvement issues: ✓ Adequacy of the schoolwide action plan in addressing the identified growth areas for continuous improvement for follow-up ➢ Do the action plan sections address the growth areas for continuous improvement? ➢ Will the action plan steps enhance student learning? ➢ Is the action plan a "user-friendly" schoolwide action plan that has integrated all major school initiatives (e.g., II/USP, technology plan, staff development plan)? ➢ Is the action plan feasible within existing resources? ➢ Is there sufficient commitment to the action plan, schoolwide and systemwide? ➢ Is the schoolwide action plan aligned to the Local Control and Accountability Plan (LCAP)? ✓ Existing factors that will support school improvement ✓ Impediments to improvement that the school will need to overcome ✓ Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan

*ACS WASC trainings are provided by Advanced Learning Options, Division of Instruction.

ATTACHMENT D

Sample Schedule for Visit

The following sample schedule is provided for full self-study visits to California public schools. This schedule should be adjusted by a school and visiting committee (VC) chair to fit the local situation. In the self-study process, it is very important to allow enough time for extensive dialogue with the schoolwide focus groups and the leadership team; this discussion will include the examination of evidence used to determine growth areas by the stakeholders. The focus of the subject area and support staff meetings will be to understand the information and evidence that led support to the schoolwide findings. The VC chairperson should be in regular communication with the principal and self-study coordinator to discuss the progress of the visit. In the event of a virtual visit, the VC chairperson in collaboration with the principal will provide direction.

Day before Visit (Usually Sunday)

(12:00 NOON)	(Visiting committee may meet for Sunday brunch)
1:00 PM	Meeting of VC members to begin group discussion on perceptions of self-study — planning of questions and group processes for forthcoming Sunday meetings
3:00 PM	Meeting with the principal, self-study coordinator, and Leadership Team to clarify issues in the self-study and explain the visit; the VC and school leaders participate in a reflective discussion of the self-study
4:30–5:00 PM	School leaders conduct a brief school tour for VC
5:00–6:00 PM	Brief meeting with the governing board, district, school and/or community representatives
6:00–7:00 PM	Meeting with parent/community committee
7:30 PM	Dinner and meeting of VC to debrief, receive instructions from the chair, organize the work of the committee, and examine supplementary materials

First Day

7:15–8:00 AM	Meeting with leadership team (total VC team) (or later in the day)
8:00–8:30 AM	Meeting with principal and VC chair (possibly other VC members)
8:00–11:45 AM	Evidence gathering: class/program observations, interviews, examination of student work

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11:00–11:45 AM	Meeting with student committee (VC reps.)
11:45 AM–12:00 PM	Brief Meeting of VC
12:00–1:00 PM	Lunch in school cafeteria; informally talk with students and staff
1:00–2:30 PM	Gathering of Evidence: class visits, etc.
2:30–4:30 PM	Meeting with focus group(s) for 1-1/2 to 2 hours (at least two VC per focus group meeting) [Suggestion: Meet with the Curriculum, Instruction, and Assessment and Accountability Focus Groups on the first day. On the second day meet with the Organization and School Culture and Student Support Focus Groups.]
4:30–7:00 PM	VC debrief/discussion and writing individually or in pairs
7:00–8:00 PM	Dinner/discussion of findings (VC alone — may order food and keep working at school)
8:00 PM	Discussion of findings continued and individual/paired work on written summaries

Second Day

7:15–8:00 AM	Meeting with leadership team (VC reps.)
8:00–8:30 AM	Meeting with principal and VC chair (possibly other VC reps.)
8:00–11:45 AM	Meetings with subject area staff, counselors, support staff, classified staff, and administration (Suggestions: 45-minute meetings with VC reps; subject areas may be clustered) Evidence gathering: class/program observations, interviews, examination of student work
11:45 AM–12:00 PM	Brief Meeting of VC
12:00–1:00 PM	Lunch in the school cafeteria; informal contact with student and staff
1:00–2:30 PM	Meeting with ad hoc student group (VC reps. for 45 minutes) Gathering of Evidence: class/program observations, interviews, examination of student work

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1:30–2:30 PM	District meeting at the school site (VC chair and reps.)
2:30–4:30 PM	Meeting with focus group(s) for 1-1/2 to 2 hours (at least two VC per focus group meeting)
4:30–7:00 PM	VC debrief/discussion and writing individually or in pairs; identification of schoolwide strengths and critical areas for follow-up
7:00 PM	Dinner (VC alone) and work on draft report

Third Day

	(VC checks out of hotel prior to departing for school)
7:15–8:00 AM	Meeting with leadership team (total VC)
8:00–8:30 AM	Meeting with principal and VC chair
8:00–11:00 AM	Completion of draft report, contacting school staff as needed
	Completion of draft documentation/justification statement
11:00 AM–1:00 PM	Meeting with the leadership team and others invited by the school to discuss/clarify findings of visit and the VC report — ALL leadership team members must have copy of draft VC report (can be electronic)
1:00–3:00 PM	Closure on issues raised in the earlier session discussing the draft VC report; the VC may revise the report as a result of this meeting; the final draft of the report is completed during this session Completion of the "Accreditation Status Recommendation" and the "Documentation and Justification Statement"
	Finalization of evaluations, exit PowerPoint presentation for closing session
3:00–3:30 PM	Oral report to staff/stakeholders using a PowerPoint presentation; the principal is encouraged to invite representatives of students, classified staff, and community to attend
3:30–4:00 PM	Final **draft of report left with principal**; departure of VC

ACS WASC/CDE Accreditation Status Determination Worksheet

How well are all students learning and achieving?
Is the school doing everything possible to support high achievement and prepare all students to be college and career ready?

Directions

1. Discuss the evidence reviewed through the self-study and the visit for each of the factors. Particularly examine the **schoolwide strengths and the growth areas for continuous improvement**.
2. Individually, read the factors and the supporting rubrics. Mark an "X" for the most appropriate rating in the box provided.
3. Read the attached sheets with the ACS WASC/CDE criteria and indicators prior to marking the most appropriate rating.
4. As a visiting committee, come to **consensus** on the most appropriate rating. NOTE: The rubrics are guides to assist in the **synthesis of the visiting committee's findings from the self-study and visit**. Other points may need to be brought into the discussion.
5. Select one of the following ratings for each factor and insert the ratings on the accreditation status factors with the narrative rationale in the visiting committee report.
   - ✓ **Highly Effective**: The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
   - ✓ **Effective**: The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
   - ✓ **Somewhat Effective**: The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
   - ✓ **Ineffective**: The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

Accreditation status will be based upon a school demonstrating the following factors:	**Highly Effective**	**Effective**	**Somewhat Effective**	**Ineffective**
The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.	• All school instructional staff and other stakeholders (e.g., Board, administration, parents, support staff, older students, other stakeholders) involved in data review, analysis and dialogue about perceived strengths and areas of need. • Major student learner needs based on the student/community profile analysis addressed by all stakeholders throughout the evaluation of the school program and operations in relation to the ACS WASC/CDE criteria. • Self-study occurs in an environment of ongoing systemic analysis of school effectiveness. ☐	• All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need. • Major student learner needs addressed to some degree in the evaluation of the school's program and operations in relation to the ACS WASC/CDE criteria. ☐	• Partial involvement of all school instructional staff and other stakeholders in the in-depth review, analysis and dialogue of major student learner needs and student data/ information. • Partial involvement in addressing major student learner needs in the evaluation of the school's program and operations in relation to the ACS WASC/CDE criteria. ☐	• Lack of involvement of all school instructional staff and other stakeholders in an in-depth review of major student learner needs and student data/information. • Lack of involvement in evaluating school's program and operations related to major student learner needs and the ACS WASC/CDE criteria. ☐
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.	• Ongoing systemic improvement integral to school's culture involving all stakeholders • A review annually by school stakeholders of student profile data about achievement and demographics in relation to schoolwide action plan progress. • Impact of action plan progress on student learning analyzed, including major student learner needs. • Plan updated as needed. • Formal progress report prepared and shared with all stakeholders. ☐	• Addressing prior accreditation findings occurs but not rooted in systemic change at school and data analysis. • Some review by a few stakeholders on action plan progress and impact on student learning, including major student learner needs. • Some stakeholders involved in action plan update. • Informal process for involving and informing all stakeholders. ☐	• Limited addressing of prior accreditation findings occurs. • Limited review by a few stakeholders on action plan progress and impact on student learning, including major student learner needs. • Limited involvement of stakeholders in action plan update. • No formal or informal process regularly used to involve and inform stakeholders. ☐	• Little, if any, addressing of prior accreditation findings by leadership and other stakeholders. ☐

Accreditation status will be based upon a school demonstrating the following factors:	**Highly Effective**	**Effective**	**Somewhat Effective**	**Ineffective**
ACS WASC/CDE CRITERIA				
CATEGORY A: ORGANIZATION				
A1. Vision and Purpose that supports high achievement for all students. ***Defining of the school's vision and mission through schoolwide learner outcomes/graduate profile and academic standards.***	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐
A2. Governance that supports high achievement for all students.	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐
A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐
A4. Staff: Qualified and Professional Development that supports high achievement for all students.	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐
A5. Resources that supports high achievement for all students.	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐
A6. Resources that supports high achievement for all students. ***[Charter Schools only]***	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐
CATEGORY B: CURRICULUM				
B1. Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐
B2. Equity and Access to the Curriculum that supports high achievement for all students.	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐
CATEGORY C: LEARNING AND TEACHING				
C1. Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐

Accreditation status will be based upon a school demonstrating the following factors:	**Highly Effective**	**Effective**	**Somewhat Effective**	**Ineffective**
C2. Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐
CATEGORY D: ASSESSMENT AND ACCOUNTABILITY				
D1. Reporting and Accountability Processes that supports high achievement for all students.	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐
D2. Using of Student Assessment to Monitor and Modify Learning in the Classroom that supports high achievement for all students.	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐
CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH				
E1. Parent and Community Engagement that supports high achievement for all students.	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐
E2. School Culture and Environment that supports high achievement for all students.	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐
E3. Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐	• Review the criterion and indicators in the Attachment before making a determination. ☐
Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.	• Multiple measures show acceptable progress for all students based on the major student learner needs, the academic standards, and the schoolwide learner outcomes. • Recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with creative and critical thinking skills, communication skills, and other 21st century skills/global competencies. ☐	• Multiple measures show growth targets being reached for some identified student subgroups based on the major student learner needs, the academic standards and the schoolwide learner outcomes. • Some recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with creative and critical thinking skills, communication skills, and other 21st century skills/global competencies. ☐	• Multiple measures show growth targets being reached for a limited number of student subgroups based on the major learner needs, the academic standards, and the schoolwide learner outcomes. • Limited recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with creative and critical thinking skills, communication skills, and other 21st century skills/global competencies. ☐	• Multiple measures show growth targets being reached by very few student subgroups based on the major student learner needs, the academic standards, and the schoolwide learner outcomes. • Little recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with creative and critical thinking skills, communication skills, and other 21st century skills/global competencies. ☐

Accreditation status will be based upon a school demonstrating the following factors:	**Highly Effective**	**Effective**	**Somewhat Effective**	**Ineffective**
The alignment of a schoolwide action plan/SPSA to the school's areas of greatest need to support high achievement for all students.	• Analysis of all appropriate data/information about the major student learner needs and student achievement, school operation and program supports the identified prioritized growth areas in action plan. • Strong focus on improving student achievement in each action plan section. • Clarity of each action plan section that includes suggested components. ☐	• Analysis of some data/information about the major student learner needs and student achievement, school operation, and program supports the identified prioritized growth areas in action plan. • Focus on improving student achievement in some action plan sections. • General clarity in some action plan sections that includes suggested components. ☐	• Analysis of limited data/information about the major student learner needs and student achievement, school operation and program supports the identified prioritized growth areas included in the schoolwide action plan. • Limited focus on improving student achievement in action plan sections. • Lack of clarity in action plan sections. ☐	• Analysis of little, if any, data/information about the major student learner needs and student achievement and program supports the identified prioritized growth areas. • Little, if any, focus on improving student achievement in action plan sections. • Little clarity in action plan sections. ☐
The capacity to implement and monitor the schoolwide action plan/SPSA.	• Process that includes both formative and summative evaluation in place. • Plan developed collaboratively. • All stakeholders aware and consent to be involved in implementation. • Actions evaluated in terms of impact on student achievement and results shared regularly with all stakeholders. • Evaluation results used to identify priorities and further actions for improvement. ☐	• Process includes some formative evaluation but focus is mainly summative. • Plan developed collaboratively. • General awareness and consent to be involved in implementation. • Plan evaluated annually. • School staff and periodically other stakeholders informed of action plan progress. • Actions may be evaluated in terms of student achievement and other factors. • Evaluation results used to identify further actions for improvement. ☐	• Limited understanding by school administrative and instructional staff about the need for implementation. • Link of action plan to student learning limited, not clearly understood by administrative and instructional staff and other stakeholders. ☐	• Process of implementation not clarified as to who and what will be accomplished. • Little understanding of need and value of action plan linked to high student achievement by administrative and instructional staff and other stakeholders. ☐

Accreditation Status Determination Attachment
ACS WASC/CDE Criteria with Indicators/Prompts

(These indicators summarize important aspects as noted in the suggested areas to analyze and examine for each criterion in the ACS WASC/CDE self-study manual.)

A. ORGANIZATION

A1. Vision and Purpose

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels and b) is the school's purpose supported by the governing board and the district LCAP further defined by schoolwide learner outcomes and the academic standards?

Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A2. Governance

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

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

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

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

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement

a) To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards? b) To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

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

Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

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

A4. Staff: Qualified and Professional Development

To what extent do qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development? To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation**.** The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

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

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

Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A5. Resources

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

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

Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

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

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

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

A6. CHARTER SCHOOLS ONLY: Resources

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future? To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards? Is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

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

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

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

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

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

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

B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

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

Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

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

Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B2. Equity and Access to Curriculum

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are they prepared them for the pursuit of their academic, personal, and career goals?

Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

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

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

C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences

To what extent are all students involved in challenging and relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in an equity-centered environment?

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

Student Understanding of Performance Levels: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C2. Student-Centered Instruction through a Variety of Strategies and Resources

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasizes creative and critical thinking skills, and applications?

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

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

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

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

D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process

To what extent does the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders? To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

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

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

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

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

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

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the learning/teaching process to improve student learning?

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

Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process?

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

E2. School Culture and Environment

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning? To what extent has the school developed a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

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

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

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

E3. Personal, Social-Emotional, and Academic Student Support

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered support to help ensure student learning, and college, and career readiness and success? To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community?

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

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

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

Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

ATTACHMENT F

Accreditation Status Determination

The visiting committee will recommend an accreditation status which will be acted upon by the Accrediting Commission. ACS WASC accreditation is an ongoing six-year cycle of quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and continuous school improvement.

Current status options are:

- ☐ **Six-Year Accreditation Status with a Mid-Cycle Progress Report**
- ☐ **Six-Year Accreditation Status with a Mid-Cycle Progress Report and One-Day Visit**
- ☐ **Six-Year Accreditation with a Mid-Cycle Progress Report and Two-Day Visit**
- ☐ **One-Year or Two-Year Probationary Accreditation with an In-Depth Progress Report and Two-Day Visit**
- ☐ **Accreditation Status Withheld**

NOTE: The Commission reserves the right to grant additional conditions of accreditation other than those above. Such action will follow a Commission review of the visiting committee report.

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

1. The involvement and collaboration of stakeholders in the self-study that accomplishes the self-study outcomes
2. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement
3. *Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources* that supports high achievement for all students
4. *Curriculum* that supports high achievement for all students
5. *Learning and Teaching* that supports high achievement for all students
6. *Assessment and Accountability* that supports high achievement for all students
7. *School Culture and Support for Student Personal, Social-Emotional, and Academic Growth* that supports high achievement for all students
8. Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile, academic standards, and other institutional and/or governing authority expectations
9. The alignment of a schoolwide action plan/SPSA to the school's areas of greatest need to support high achievement of all students
10. The capacity to monitor and implement the schoolwide action plan/SPSA

ATTACHMENT G-1

WASC New School 24-Month Timeline

New Schools Self-Study Preparation Timeline

18-Month WASC Timeline

Fall 2022 2023

September	October	November	December	January	February
Initial Visit New School Orientation Training	Initial Application Due				Initial Visits

Spring 2023 Fall 2023 2024

March	April	May	June	July	August	September	October	November	December	January	February
Day 1 Training						Day 2 Training					

Spring 2024

March	April	May	June	July	August
Day 3 Training					

Fall 2024

September	October	November	December
	Full Self-Study Visit		

WASC High School 18-Month Timeline

2024 High School Self-Study Preparation Timeline

2022 Spring 2023

November	December	January	February	March	April	May	June	July	August	September	October
Day 1 Training			Day 2 Training								Day 3 Training

2023 Spring 2024

November	December	January	February	March	April
				Full Self-Study Visit	

ATTACHMENT G-2

WASC New School 24-Month Timeline

New Schools Self-Study Preparation Timeline

18-Month WASC Timeline

Fall 2022 — 2023

September	October	November	December	January	February
Initial Visit New School Orientation Training	Initial Application Due				Initial Visit

Spring 2023 — Fall 2023 — 2024

March	April	May	June	July	August	September	October	November	December	January
Day 1 Training						Day 2 Training				

Spring 2024

February	March	April	May	June	July	August
Day 3 Training						

Fall 2024

September	October	November	December
	Full Self-Study Visit		

WASC High School 18-Month Timeline

2025 High School Self-Study Preparation Timeline

2023 Spring 2024

November	December	January	February	March	April	May	June	July	August	September	October
Day 1 Training				Day 2 Training						Day 3 Training	

2024 Spring 2025

November	December	January	February	March	April	May
				Full Self-Study Visit		

ATTACHMENT H

WASC SELF-STUDY GUIDE TO FINDING SCHOOL DATA

Data Point	Where to Access Data	Notes
Academic Grades	**MyData: Academic Reports**	• Filter for year and marking period, grade level, subgroup, etc.
AP Enrollments & Marks **Qualifying score results on AP Exams**	**MyData: Advanced Placement** **College Board AP Data** Annual LAUSD Board Information	• Filter by grade level, subgroup, AP course, etc. • Published by the Office of Data and Accountability. Accompanied by a spreadsheet of school level results (released fall semester).
Attendance	**MyData: Attendance Rates**	• Filter for year, month, grade level, etc.
College and Career Readiness	**CA Student Aid Commission**	• Search by high school name.
Demographics and Enrollment	**Ed-Data** **CDE DataQuest** **MyData: Enrollment by Location**	• **Ed-Data** is a partnership of the California Department of Education, EdSource, and the Fiscal Crisis and Management Assistance Team/California School Information Services (FCMAT/CSIS) designed to offer educators, policy makers, the legislature, parents, and the public quick access to timely and comprehensive data about K-12 education in California.
Dropout Rates	**CDE DataQuest: Dropout Rate**	• Enter the name of your school. • Before selecting a report, make sure that your school name is selected in the dropdown above the reports list. *Note: These statistics are normally 2-years old on the CDE website.*
English Learners	**CDE DataQuest** **Ed-Data** **MyData: ELPAC Reports**	• Access data on ELPAC reports, EL Monitoring, Language Status, Reclassification, and LTELs.

ATTACHMENT H

WASC SELF-STUDY GUIDE TO FINDING SCHOOL DATA

Data Point	Where to Access Data	Notes
Experiential/Behavioral/Attitudinal	School Experience Survey	• Includes social-emotional data, parent participation, school climate and safety, understanding of graduation goals, technology use at home and in the classroom.
Expulsion, Suspension, Truancy	CDE Dashboards CDE DataQuest	• For **CDE DataQuest**, under "select level," choose school site. • From the "select subject" list, pick "School Climate Data" and click on Suspension and Expulsion Rates.
Graduation Rates	CDE Dashboards CDE DataQuest	• For **CDE DataQuest**, select school site. • From the "select subject" list, go to Graduation and Dropout Data and pick appropriate graduation data and submit. • On the next screen, enter the name of your school and submit. • Before selecting a report, make sure that your school is selected in the dropdown above the reports list. • Note that these statistics are normally 2-years old on the CDE website.
SBAC Performance/CAASP (California Assessment of Student Performance and Progress)	MyData: Smarter Balanced Assessments **or** CDE DataQuest	• Download to an EXCEL sheet from **MyData** if you want to keep the graphic or CSV Format if you only need the number/percentages, **or** • On the **DataQuest** website, from the "select subject" list, pick "CAASP" and Submit. Navigate to your school using the dropdowns on the CAASP website.
School Report Card/Local Control Accountability Plan	School Accountability Report Card (SARC) LAUSD District LCAP LAUSD Supplemental LCAP Resources	• Data contained in the School Accountability Report Card aligns with the District LCAP. • SARC can be used to explain how school is addressing LCAP.
Data Point	**Where to Access Data**	**Notes**

ATTACHMENT H

WASC SELF-STUDY GUIDE TO FINDING SCHOOL DATA

School Report Card/Local Control Accountability Plan	**School Accountability Report Card (SARC)** **LAUSD District LCAP** **LAUSD Supplemental LCAP Resources**	• Data contained in the School Accountability Report Card aligns with the District LCAP. • SARC can be used to explain how school is addressing LCAP.
Special Education	**CDE DataQuest**	• From the "select subject" list, pick "Special Education." • You will have to navigate to your school using the dropdowns on the CAASP site.
Other Useful Data	**LAUSD Whole Child Integrated Data** **Other Locally Collected Data**	• Other applicable data includes interim assessment results, school-based formative assessments results, examples of student work, student participation in clubs and extra-curricular activities, parent attendance at school events, focus group findings, Discipline Foundation Policy implementation, etc.

Related Resources/Assistance	**Contact**
Accrediting Commission of Schools Western Association of Schools and Colleges (WASC) Southern California Office	Website: https://www.acswasc.org/ Phone: (650) 696-2550
Advanced Learning Options ACS WASC/LAUSD Professional Development for School Leadership Teams and Other WASC Support https://achieve.lausd.net/alo	Arzie Galvez, Director Email: arzie.galvez@lausd.net Phone: (213) 241-6444 Gloria Martinez, Ed.D., Coordinator Email: gloria.m.martinez@lausd.net Phone: (213) 241-4870
Local District	Local District Data Coordinator