

The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A prominent red callout box is centered on the page, containing the text 'WASC Introduction'.

# WASC Introduction

# **ACS WASC Philosophy**

The philosophy of the Accrediting Commission for Schools centers upon three beliefs:

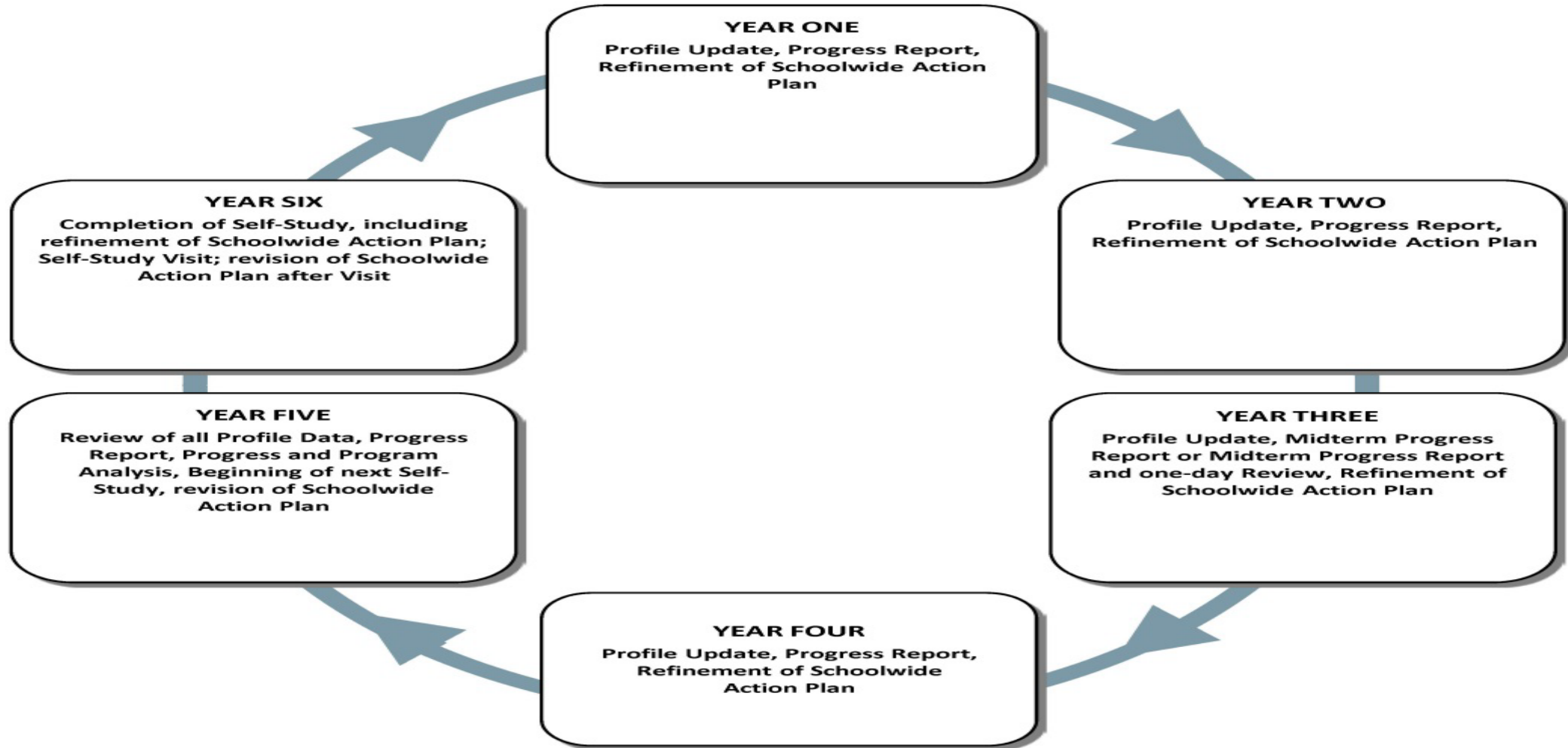
- (1) a school's goal is successful student learning;
- (2) each school has a clear purpose and schoolwide student goals;
- (3) a school engages in external and internal evaluations as part of continued school improvement to support student learning.

Accreditation is integral to a school's perpetual cycle of assessment, planning, implementation, monitoring, and reassessment based upon student achievement. It fosters excellence in elementary, secondary, adult, and postsecondary education by encouraging school improvement through a process of continuing evaluation and to recognize, by accreditation, schools that meet an acceptable level of quality in accordance with established criteria. In addition to its official title, WASC also means *We Are Student-Centered*.

# **Why Accreditation?**

- Validates the integrity of the school's program and transcripts
- Assures a school community that the school's purposes are appropriate and being accomplished through a viable education program — a trustworthy institution for student learning
- Facilitates transfer of credits to other English-speaking schools — critical for college/university acceptance worldwide
- Fosters the ongoing improvement of the school's programs and operations to support student learning
- Provides valuable insight from fellow educators visiting the school

# ACS WASC Accreditation Cycle of Quality



### **Self-Study:**

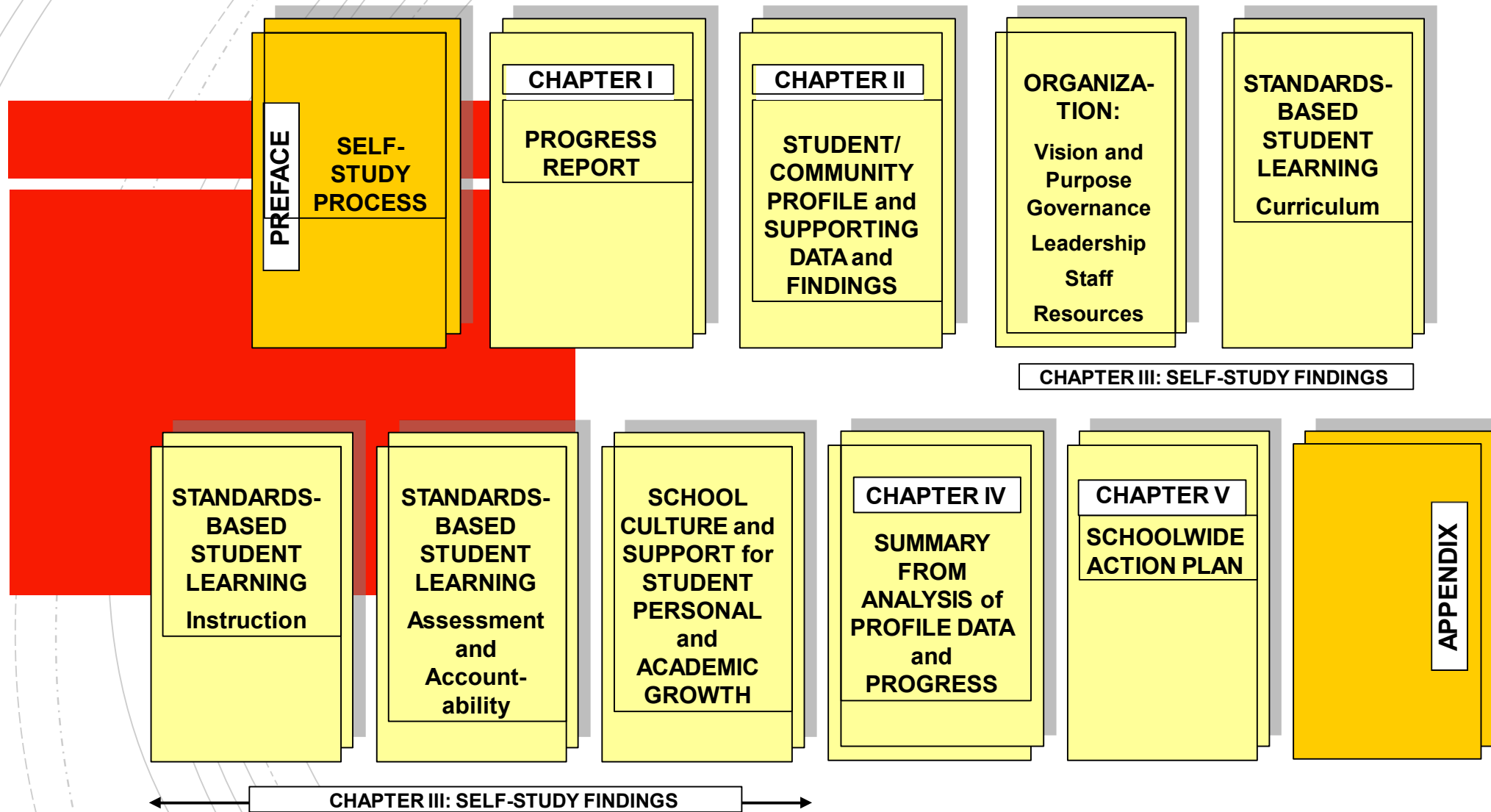
- **Review progress on schoolwide action plan from previous self- study**
- **Refine Student/Community Profile**
- **Clarify schoolwide learner outcomes**
- **Identify major student learner needs**
- **Analyze the quality of all students' learning, the programs and processes based on ACS WASC/CDE criteria**
- **Revise the schoolwide action plan and monitoring process**

### **Visit:**

- **Work with visiting committee chair to support the self-study process**
- **Gain insight and perspective from visiting committee regarding school program based on ACS WASC/CDE criteria and student learning data**

### **Follow-Up:**

- **Refine, implement, and monitor schoolwide action plan aligned with LCAP**
- **Analyze evidence of student achievement of academic standards and schoolwide learner outcomes**
- **Refine next steps**
- **Inform school community of progress**



# Chapter I: Progress Report (correlates to Task 1)

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan aligned with LCAP.
- Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.
- Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current plan.

# Chapter II: Student/Community Profile and Supporting Data and Findings (correlates to Task 2)

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- California School Dashboard performance indicators and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data
- Provide a **brief summary** that includes:
  - Implications of the data
  - **Identification of 2–3 preliminary major student learner needs (at this stage of analysis)**
  - **Important questions to be discussed in the Focus Groups.**
- Include related profile materials in the appendices at the end of the report.



## **Chapter IV: Summary from Analysis of Identified Major Student Learning Needs (correlates to Task 4)**

- Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

## **Chapter V: Schoolwide Action Plan (correlates to Task 5)**

- A. Revise the schoolwide action plan. Ensure the plan is aligned with the Local Control and Accountability Plan.
- B. State any additional specific strategies to be used by staff within each subject area/ support program to close achievement gaps of student groups in the schoolwide action plan.
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.

**Chapter III:  
Self-Study  
Findings  
(correlates to Task  
3 and Tools)**

- **The meat of the report!**
- **Your turn!**
- **Working in Chapter III Groups, develop a 5 minute presentation to explain the what goes into each criteria in your category!!**
  - **A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**
  - **B. Standards-based Student Learning: Curriculum**
  - **C. Standards-based Student Learning: Instruction**
  - **D. Standards-based Student Learning: Assessment and Accountability**
  - **E. School Culture and Support for Student Personal and Academic Growth Culture.**