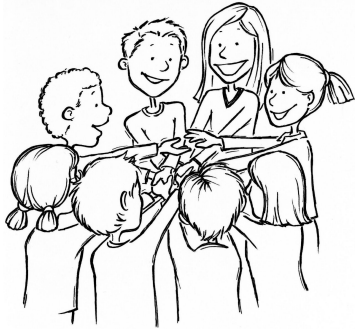# Western Association of School and Colleges (WASC) Updates

November 10, 2022

WASC Five Categories of Criteria.

IS

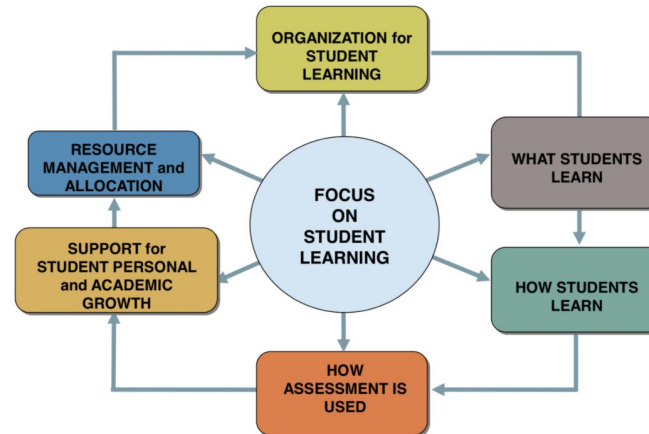**Self-reflection**

Self-evaluation

Student focused

Schoolwide collaboration

❏ **Category A:** Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
❏ **Category B:** Curriculum
❏ **Category C:** Learning and Teaching
❏ **Category D:** Assessment and Accountability
❏ **Category E:** School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

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Accreditation Cycle of Quality- Update
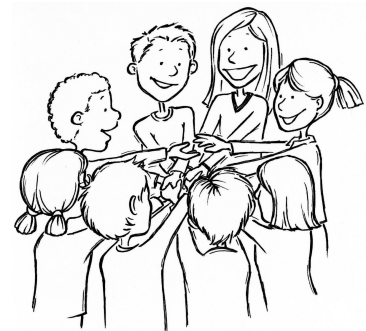
Initial Visit
12/12/19

↓

WASC Action on Candidacy

↓

School Addresses Initial Visit Recommendations

↓

School Begins & Completes Self-Study/Full Visit within 2-3 Years of Candidacy

Reassess

Assess

Self-Study

Follow-up

Focus on Learning

Visit

Plan

Implement

WASC Visit is Scheduled for January 30, 2023 - February 1, 2023

EXCEL ACADEMY
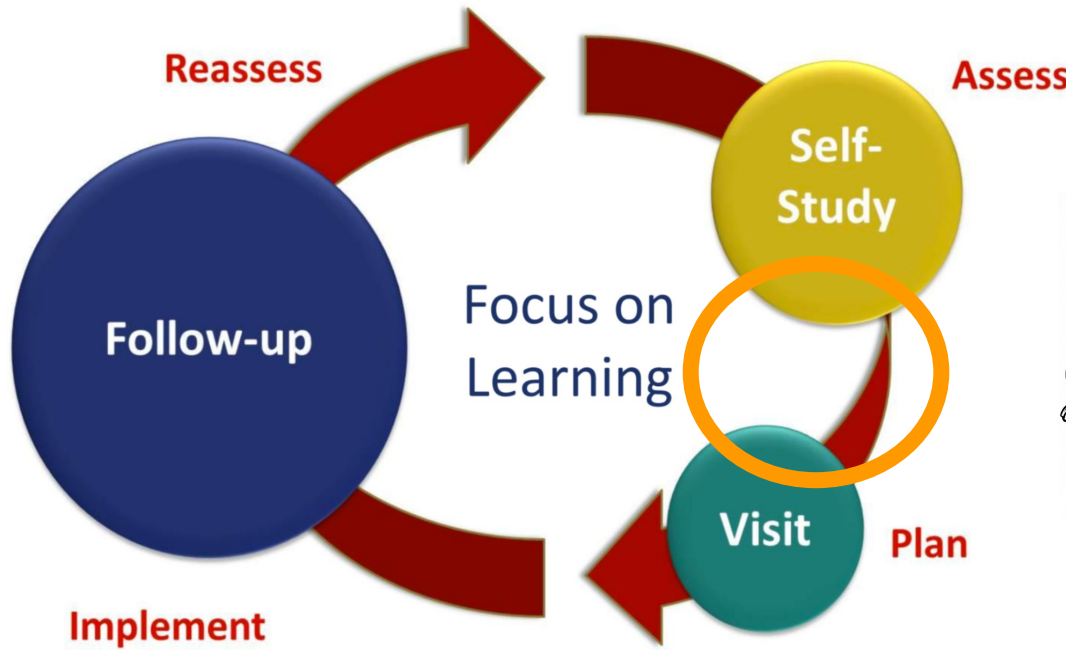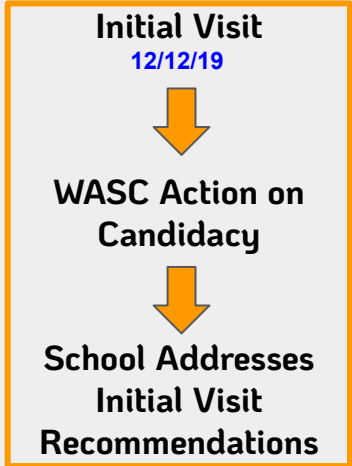
Critical Areas of Focus From 2019 Initial WASC

#1 ✅

Continue to develop strategies and processes to further engage in in-depth analysis of student assessment data such as CAASPP, PFT, local assessments, and the California School Dashboard to target additional strategies that support student academic achievement.
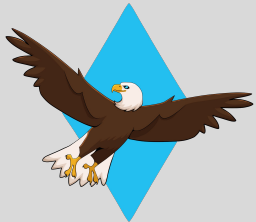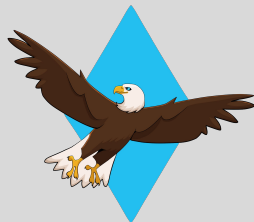
#2 ✅

Continue to identify and implement additional professional development opportunities for teachers to equip them with information and resources to better serve their students and parents.

#3 ✅

Continue to implement a school-wide comprehensive plan which addresses the social, emotional, and mental health needs of students and staff and includes preventative, responsive, and aftercare action plans.
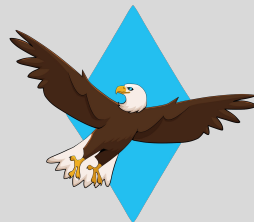
#4 ✅

Continue to increase the number of students who are college and career-ready by increasing CTE pathway options, creating relationships with local businesses, hiring additional single-subject credentialed teachers, and analyzing student data to determine needs.
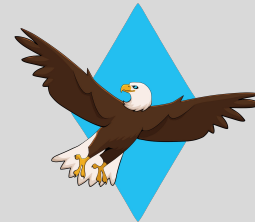
LCAP/WASC Stakeholder Engagment Opportunities

LCAP / WASC Stakeholder Feedback Opportunities				
Leadership	**Certificated Teachers**	**Classified Staff**	**Students**	**Parents/Community**
Leadership Retreat LCAP/SPSA input Leadership WASC specific meetings. Feedback Survey WASC Committee meetings.	Regional Meetings Professional Development/ Staff Meetings Feedback Survey LCAP/SPSA input SARC updates WASC Timeline Peer Observations (11/22) Focus Group Mtgs.	Staff Meetings Feedback Survey LCAP/SPSA input WASC Timeline Focus Group Mtgs.	Associated Student Body (ASB) Feedback meeting. Feedback Surveys LCAP/SPSA input WASC Timeline Focus Group Mtgs.	English Language Advisory Committee (ELAC) School Site Council (SSC) Parent Advisory Committee (PAC) EACS LCAP/WASC Survey Results Focus Group Mtgs.

Parent Meetings: ELAC 9/2/2021, 11/4/2021, 2/3/2022, 5/5/2022, 9/7/22, 11/2/22, 2/1/22; *SSC:* 9/3/2021, 11/5/2021, 2/4/2022, 5/6/2022, 9/8/22, 11/3/22, 11/3/22; *PAC:* 10/7/2021, 5/19/2022, 10/3/22; *SELPA* Approval 5/2022;
Staff: WASC/LCAP Staff Meeting: 2/15/21, 10/10/22
LCAP collaboration meetings with Assistant Director of Assessment and Special Programs and Special Projects Coordinator School Board LCAP Draft Public Hearing: 6/16/22; School Board LCAP Adoption Public Meeting: 6/23/22,
Focus Group Meetings: Leadership (9/12/22, 9/21/22, 10/18/22, 11/22); Focus Teams (10/24/22, 10/28/22, 11/7/22)
Student Meetings: 2/17/22, 11/1/22
11/22, 12/22

Highlights of Strengths	Opportunities for Growth
- Sixty-four percent (64%) of all students met or exceeded the standards in ELA. - Fifty-two percent (52%) of students met or exceeded the standard in Math. - Implementation of *"What I Need"* (WIN) Intervention program and expansion of the Intervention Department to support students. Strive for 45 has made an impact on student learning as indicated by the iReady data results. - Data analysis discussion meetings to review survey, iReady, and CAASPP data. - Positive improvement on iReady results with a 14% increase in reading performance and 21% increase in math over one year (2020-21/2021-22 SY). - Stakeholder response to LCAP/WASC survey shows positive feedback regarding our instructional programs, support, and focus on student achievement. - Social Emotional Learning curriculum and weekly classes - Low chronic absenteeism rate - Over 90% graduation rate in the 2020-21 school year. - Monthly focus at regional meetings on a California Standard for the Teaching Profession (CSTP) to increase understanding and practice of effective teaching and learning. - CAASPP test preparation for students, parents, and teachers. - Music and art classes offered to all students. - Implementation of the three Academic pathways.	- Continue to improve and strengthen the WASC goals outlined on the following slides that are in alignment with the SPSA and LCAP. - Support for English Learners: 34% of students met or exceeded the standard in English Language Arts and 29% met or exceeded the standard in Mathematics. - Support for Students with Disabilities 35% met or exceeded the standard in ELA and 26% of students met or exceeded in math. - Support for Specific Learner Groups - Hispanic students scored the the lowest on the CAASPP. Fifty-four percent (54%) of all Hispanic students met or exceeded the standard in ELA and 38% of all hispanic students met or exceeded the standard in math. - Socio-Econ. Disadvantaged (46%) and African-American (45%) students scored under 50% proficient in math.

FEEDBACK

WASC Alignment with the SPSA and LCAP

Clear alignment with the SPSA & LCAP

GOAL #1

- Excel Academy Charter School will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. Excel Academy will provide intensive, individualized support to students who have fallen below grade level and face significant challenges to success.
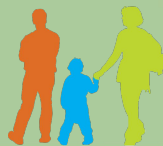
SPSA CONNECTION

Goal #1: EACS will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. EACS will provide intensive, individualized support to students who have fallen off track and face significant challenges to success.

LCAP CONNECTION

-**CAASPP ELA and Math Performance Goal**
  Increase the number of students that have met or exceeded grade level proficiency by 2% each year.
-**i-Ready ELA and Math Performance Goal**
  Decrease Tier III percentage by 2% each year

LCAP Goal 1: We will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. With a focus on supporting our students to achieve the goal, along with the actions and services, focuses on monitoring each student's academic achievement. It is our top priority to continually monitor student data to identify struggling students and provide targeted interventions knowing this plays an integral role in preventing learning gaps and fostering student success. i-Ready, CAASPP, ELPAC, and end of course assessments are all metrics we monitor to ensure students are on track for graduation.

WASC Alignment with the SPSA and LCAP

Clear alignment with the SPSA & LCAP

GOAL #2

- We will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance.

SPSA CONNECTION

Goal #2: Ensuring and supporting the academic success of our at-promise students includes academic and wellness checks through regular one-on-one checks-ins with our students. With this emphasis on monitoring and evaluating the progress of our students, timely application of academic support (MTSS) and social emotional mental health counseling can be provided as needed.
All staff ongoing professional development and training will take place to improve student achievement with our overall student population and specifically the at-promise students and Tier III population of WIN (What I Need) students.
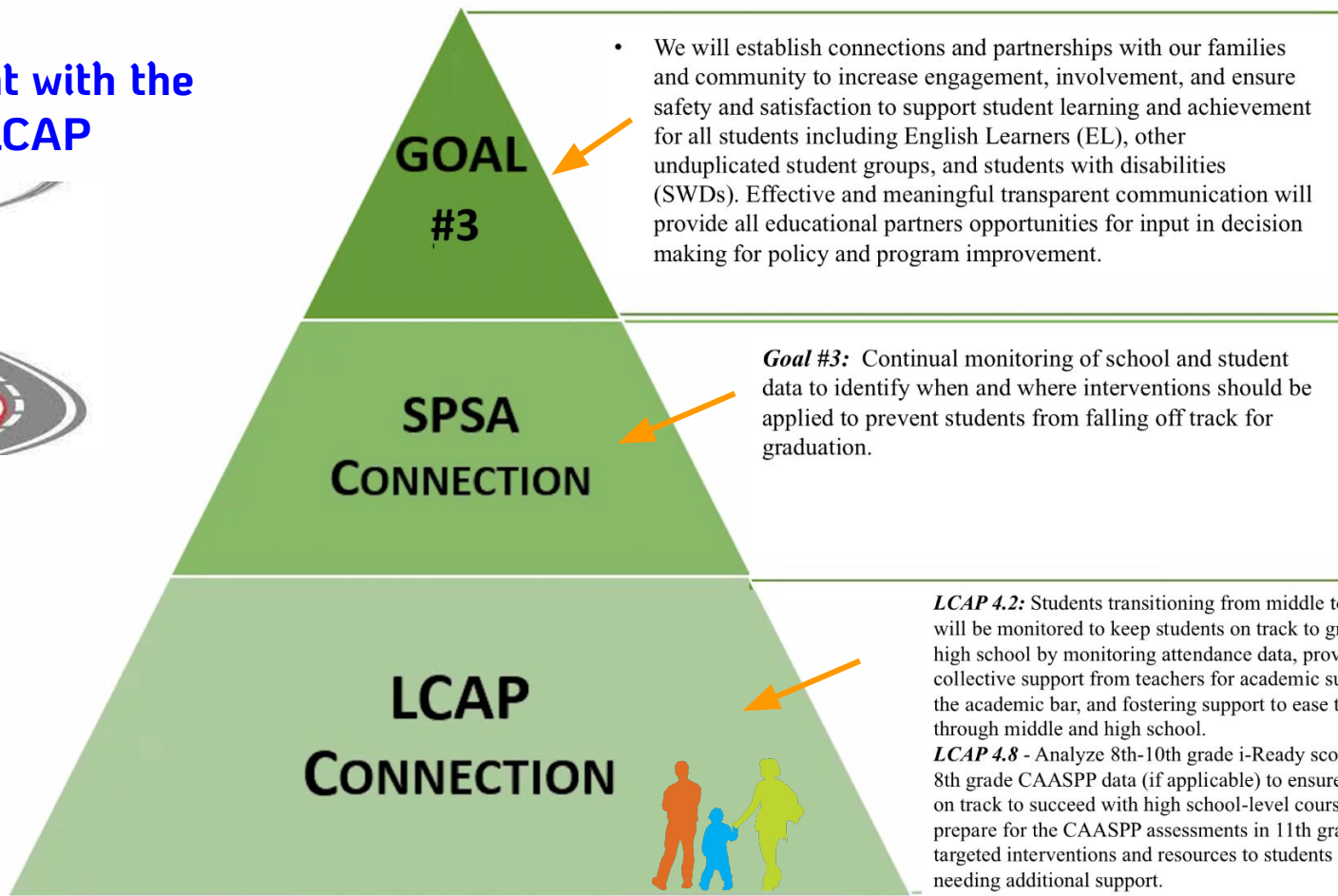
LCAP CONNECTION

LCAP 1.4: Identify and implement professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents. *LCAP Goal 3, Action 1: Stakeholder Engagement* - We will seek parent input and assess our level of stakeholder engagement through parent participation in LP, ELAC, SSC, and PAC meetings, surveys, and Student Council, SARC, and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents and stakeholders have opportunities for participation and input. EACS will survey staff and stakeholders to define and provide relevant staff development opportunities and training related to meeting the needs of Tier III students.
LCAP Goal 2, Action 5: Professional development in cultural awareness: Professional development for all staff - Keenan Safe School Training *LCAP Goal 3, Action 4:* Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.

- **Attendance Goal**
  - Maintain an Absenteeism Rate of .01% or lower

- **Suspension and Expulsion Goal**
  - Maintain 0% Expulsion and Suspension Rate

WASC Alignment with the SPSA and LCAP

Clear alignment with the SPSA & LCAP

GOAL #3

- We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs). Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision making for policy and program improvement.

SPSA CONNECTION

Goal #3: Continual monitoring of school and student data to identify when and where interventions should be applied to prevent students from falling off track for graduation.

LCAP CONNECTION

LCAP 4.2: Students transitioning from middle to high school will be monitored to keep students on track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.

LCAP 4.8 - Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data (if applicable) to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support.

WASC Alignment with the SPSA and LCAP

Clear alignment with the SPSA & LCAP

GOAL #4

- We will ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all Educational Partners will help ensure proper support is in place to prepare high school students for required internal and state assessments.

SPSA CONNECTION

Goal #1: EACS will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. EACS will provide intensive, individualized support to students who have fallen off track and face significant challenges to success. *Goal #3:* Continual monitoring of school and student data to identify when and where interventions should be applied to prevent students from falling off track for graduation.

LCAP CONNECTION

LCAP 4.2: Students transitioning from middle to high school will be monitored to keep students on track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.

LCAP 4.8 - Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data (if applicable) to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support.

School Board WASC Participation

❏ Brief meeting with the governing board (40-45 minutes via Zoom).

❏ Availability on January 30th or 31st.

WASC Visit is Scheduled for January 30, 2023 - February 1, 2023

The Visiting Committee will ask questions regarding the **Governance Criterion.**

A2. Governance Criterion:

The governing board

(a) has policies and bylaws and the school's purpose is aligned with them 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) delegates implementation of these policies to the professional staff; and

(c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Questions