



WASC/CDE FOCUS ON LEARNING CONTINUOUS IMPROVEMENT GUIDE

2022 EDITION

WASC/CDE FOL CONTINUOUS IMPROVEMENT GUIDE

Produced by:

ACS WASC

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Why Accreditation

Accreditation involves the school in conducting a rigorous self-assessment or self-study compared to a set of research-based criteria. From this self-assessment, the school determines a course of action as defined in its schoolwide action plan/SPSA (School Plan for Student Achievement).

Accreditation:

1. Certifies to the public that the school is a trustworthy institution of learning.
2. Validates the integrity of a school's program and student transcripts.
3. Fosters improvement of the school's programs and operations to support student learning.
4. Assures a school community that the school's p12 (l)-1 (P)-1 (ng1(P)5.ol)-1 (')4.4 thef-1.1 (c)-1.8 (om)3.5 90e.1 (c)-191 Tf 0.001 Tc -0.0020.7

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WASC/CDE research-based criteria in relation to student achievement, and district goals, actions, and services described in the Local Control and Accountability Plan (LCAP). This results in findings supported by evidence and the development of an updated schoolwide action plan/SPSA. The completed school report is sent to the visiting committee members for careful study no later than six weeks prior to the visit. Using the results of the visit, the school modifies and implements its action plan/SPSA and so continues the cycle of improvement.

Annually, the school reviews data/information/evidence of progress guided by the schoolwide action plan/SPSA needed to address ongoing needs of students, staff, and the school.

Guiding Principles

The WASC accreditation Guiding Principles provide the foundation for the WASC/CDE FOL cycle of continuous improvement that can be divided into three components: the self-study, the visit, and the ongoing follow-up. Based on these principles, the components of the accreditation process empower a school to:

- Ensure a culture of involvement and collaboration among leadership, staff, students, teachers, parents, and other educational partners.
- Ensure the culture nurtures and supports the well-being of all students.
- Demonstrate through the school program that the vision, mission, and schoolwide learner goals/graduate profile are being accomplished.
- Evaluate students' achievement of the schoolwide learner goals/graduate profile and the academic standards.
- Use multiple ways to analyze data to demonstrate student achievement, including conducting student and staff surveys/interviews, examining student work, and observing students engaged in learning.
- Evaluate its program effectiveness concerning (1) its impact on student learning based on the schoolwide learner goals/graduate profile, student learner needs, and academic standards; and (2) meeting an acceptable level of quality per the WASC criteria.
- Align its prior and current prioritized findings to the schoolwide action plan/SPSA focusing on areas of greatest student need and, therefore, teacher/school needs.
- Implement and monitor the ongoing improvement results and the impact on student learning.



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program and support the operations of the school. The collective vision of the school's educational partners for all students is reflective of the district's goals for student success.

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While Focus Groups are the structure recommended by WASC, there may be other ways for schools to determine the best way to organize themselves for the self-study process.

Updating the Schoolwide Action Plan/SPSA

Using the results of the self-study, the school modifies and implements its action plan/SPSA and continues the cycle of improvement. After the visit, there may be further refinements, and the school annually reviews data information and evidence of progress. This annual review is guided by the schoolwide action plan/SPSA goals to address ongoing needs of students and staff. The school modifies the plan as needed.

2. Visit

After careful study of the school report, a visiting committee composed of fellow educators spends three and one-half days at the school. The purpose of the visit is to observe, gather additional evidence and provide an outside perspective to the school team from educators who are thoroughly familiar with the WASC/CDE criteria.

The visiting committee provides insight to the school through dialogue with the Leadership Team, Focus Groups, and with the educational partners and others about the self-study findings and the review of evidence and student work. The visiting committee, the Leadership Team, and Focus Groups collaboratively compare findings. The resulting discussion and written results assist the school in refining the schoolwide action plan/SPSA using the WASC/CDE research-based criteria as the basis to address the following:

- The major student learner needs
- California Dashboard Indicators and other metrics
- Alignment with LCAP goals.



B. Curriculum

1. ***Rigorous and Relevant Standards-Based Curriculum***

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

2. ***Equity and Access to Curriculum***

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

C. Learning and Teaching

1. ***Student Engagement in Challenging and Relevant Learning Experiences***

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college and career readiness indicators.

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

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engage all students in creative and critical thinking, problem solving, and application of learning.

D. Assessment and Accountability

1. ***Reporting and Accountability Process***

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

2. ***Using Student Assessment Strategies to Monitor and Modify Learning Progress***

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

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Accreditation Status

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Diversity

The presence, acceptance, appreciation, and sensitivity to the differences and needs of people. The concept of diversity embraces the wide range of human characteristics used to recognize individual and group identities, including, but not limited to, ethnicity, race, national origin, age, personality, sexual orientation, gender, class, religion, ability, and linguistic preferences.

Educational Partners

A general term referring all members of a school community: administrators or leadership, governing board, teachers, support staff, students, parents, community and business partners.

Equity

WASC is committed to diversity, equity, inclusion, and access to high-level, rigorous learning opportunities for all students. Equally important is that all children and adults be treated fairly and with respect for their humanity. Regardless of race, language proficiency, socioeconomic status, gender, religion, and/or other identities, all students at WASC member institutions have a right to expect access to the opportunities and support needed for them to be successful.

Equity-Centered Learning Environment

Every school is a place where all students learn, develop and thrive, providing a learning environment where all students' experiences and access to opportunity determines their developmental and academic outcomes.

Graduate Profile

A school's graduate profile can be considered synonymous with schoolwide learner goals, identifying what all students need to know, understand, and demonstrate upon promotion or graduation.

Inclusion

All students, regardless of any challenges they may have, are engaged in educational classes and experience high-quality instruction, supports and interventions that enable them to meet success in the core and elective curriculum.

Individualized Learning Plan

An Individualized Learning Plan (ILP) is developed collaboratively by students, teachers and other staff as a way to help students achieve short-and long-term learning goals.

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Local Control and Accountability Plan (LCAP)

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.

Local Control Funding Formula (LCFF)

The LCFF identifies how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential.

Multi-tiered Systems of Support

An integrated, comprehensive framework that focuses on state standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Portfolio

A collection of representative student work.

Purpose

A clarification of the beliefs, values, vision, mission, and schoolwide learner goals/graduate profile held by members of the school community about what the school can do for students with respect to knowledge, skills, and understandings through the implementation of the school program.

Root Cause Analysis

Root cause analysis (RCA) is the process of discovering the root causes of problems in order to identify appropriate solutions.

School Community

The school community includes (1) local business and industry, educational institutions, agencies, and service organizations; (2) parents, students, school board; and (3) all employees.

Schoolwide Action Plan/School Plan for Student Achievement (SPSA)

The overall improvement strategies as a result of the self-study process that is reviewed and refined regularly based on progress and impact on the learning of all students. Schools are guided by one action plan that has integrated all initiatives and aligns with the LCAP.

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Schoolwide Learner Goals/Graduate Profile

What each student should know, understand, and be able to do upon exit (e.g., graduation) from the school, or by the time the student completes the planned program. These learner goals are collaboratively developed and represent the focus of the entire school community based on current and future learning needs of the students. The schoolwide learner goals are synonymous with the concept of a graduate profile.

Self-Study Coordinator (SC)

The facilitator/leader of the school's accreditation process in collaboration with the school leadership.

Student Learner Needs

Based on the analysis of multiple sources of achievement and social emotional data, the school identifies major student learner needs, such as expository writing, reading, critical thinking skills, or mental health to emphasize to better support student growth and progress.

Students with Disabilities

Students with learning needs who benefit from additional physical, mental, behavioral, or emotional support services to accomplish learning goals to their maximum potential.

Student Voice and Agency

Key concepts for empowering students to be meaningfully engaged in decision making related to processes for learning. School teams listen to students and ensure that decisions, actions and designs are informed by their voices, needs and aspirations.

WASC/CDE Criteria and Indicators

WASC/CDE criteria are research-based guidelines for school improvement that focus on student achievement of the schoolwide learner goals/graduate profile and academic standards. Indicators highlight important points of the WASC criteria. Directions guide the analysis,

Online Learning

Definitions applicable to all types of online or distance instruction:

Asynchronous Learning

A learning environment in which the learner is not required to be present at a specific time or place. The learner can access the content at any time and from any location.

Coordinator Information and Guidelines: Self-Study

Establish Timelines: After participating in the first WASC/CDE self-study training session, establish:

- A general calendar for the major self-study events
- A more detailed timeline of specific committee meetings and tasks to be accomplished.

Ensure Support: Establish support mechanisms such as board and district understanding and assistance, professional time for staff members, and technical help.

Consult with WASC Advisor/Coach: Contact your WASC assigned advisor/coach for any questions or clarifications needed.

Conduct an Orientation on CDE/ FOL Continuous Improvement : (Refer to the Overview)
The importance of the school's continuous school improvement process for successful student learning based upon the joint WASC/CDE Focus on Learning accreditation process and the periodic deeper look at the school's program, i.e., the self-study. Points to emphasize:

- The importance of total involvement and collaboration
- Clarity of "what do we want students to know, understand and be able to do?" (i.e., the interrelationship between schoolwide learner goals/graduate profile and academic standards)
- The understanding and use of the WASC/CDE research-based criteria
- The importance of using data and the self-study findings (1) to raise the urgency for system change; (2) to recommit to a vision of high academic achievement for all students; and (3) to investigate further the causes, barriers, impediments, challenges, remedies, and solutions to maximize student achievement, learning and social emotional well-being.
- The nature and purpose of the visiting committee
- Accreditation status determination.

Establish School Committees:

Each Focus Group or Committee of the Whole usually concentrates on one of the WASC/CDE categories (A-E) and examines the effectiveness of their program based on the criteria.

This analysis is completed in relation to two to three identified major student learner needs, related schoolwide learner goals/graduate profile and academic standards that the Leadership Team selected based on student achievement data.

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- Ensure all staff have information and data needed for their responsibilities such as a Google folder, Dropbox, etc.

Train leadership team, Focus Groups, job alike (home groups)/educational partners in roles and responsibilities, including strategies in group dynamics and data analysis.

Training should emphasize:

- A review of the basic purpose of the self-study, visit, and follow-up: a continuous school improvement process.
- The role of Focus Group chairs as:
 - Group facilitators of committee discussions and synthesis of findings
 - Coordinators for gathering evidence, especially analysis of student work and

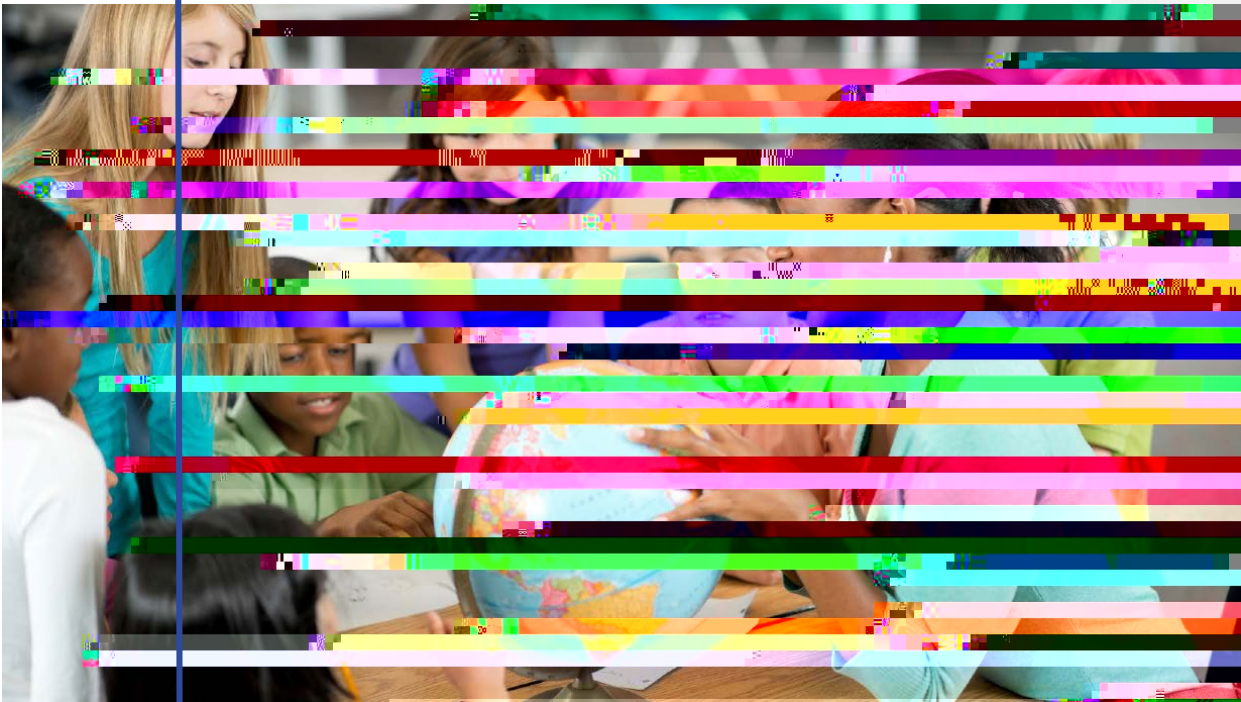
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Time Frame for Visits	Expectations	Participants
<p>12 Months Before Visit Chapters 1 and 2 (Progress and Profile Analysis)</p>	<ul style="list-style-type: none"> Analyze local and state data and draft Chapters 1 and 2 Share with staff and educational partners and revise as needed Clarify major learner needs and learner goals/graduate profile 	<ul style="list-style-type: none"> Administrative team with assistance from appropriate district leadership All teachers and staff
<p>10 Months Before Visit Chapter 3 (Analysis of Program)</p> <p>6 Months Before Visit Chapter 4 (Summary of identified major student learner needs, prioritized strengths and growth areas)</p>	<ul style="list-style-type: none"> Assign a lead teacher for each of five criteria categories for Chapter 3 Prioritize time for analysis of evidence and to discuss and write findings for each criterion and summary for each of the five criteria categories. Synthesize analysis and findings into a first draft of Chapters 1-4 Request assistance from WASC coach and visiting chair as needed 	<ul style="list-style-type: none"> Entire school team (teachers, staff and educational partners) Administrative team
<p>3 Months Before Visit Chapter 5 (Revision of schoolwide action plan)</p>	<ul style="list-style-type: none"> Share and discuss first draft of report, review Chapter 4 for agreement by school team, revise draft report as needed Revise School Plan to reflect report findings 	<ul style="list-style-type: none"> Entire school team Entire school team, School Site Council x

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Coordinator Information and Guidelines: Continuous Improvement Process

1. After the visit, the leadership team integrates the suggestions and growth areas for continuous improvement identified by the visiting committee in the report into an updated schoolwide action plan/SPSA with input from the school community.
2. Within six weeks following the visit, the school submits:
 - A copy of the modified schoolwide action plan/SPSA to WASC in a single pdf or Word document electronically through the Action Cards of the visit on the Reviews/Visits page of the School Portal: acswasc.force.com/schoolportal/s/login
 - Copies to all educational partners.



The Self-Study

The Self -Study

The outline of the five chapters presented in this section assists the school in accomplishing the Guiding Principles of the CDE/FOL accreditation process. They represent a model self-study process that schools may modify as long as they adhere to these Guiding Principles. Using the school's past progress and current data, the school will involve all faculty and other educational partners in evaluating the school's program based on the WASC/CDE criteria to determine the effectiveness of the programs/systems and their impact on student learning. The overall result will be an updated schoolwide action plan/SPSA that is developed and understood by all to support the school's journey of continuous improvement.

Introduction

Participants

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Progress on Schoolwide Action Plan/SPSA: Summarize the progress on the current schoolwide action plan/SPSA, showing how the growth areas have been integrated within the plan.

Addressing Student and School Needs: Evaluate the degree to which major student learner needs, school needs and areas for growth have been addressed.

Prior Accreditation Findings: Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.

Progress on Growth Areas not in Current Schoolwide Action Plan/SPSA: Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.

Questions for Reflection

- Did the school discuss and describe significant developments and their impact?
- Did the school summarize progress on the school's needs or growth areas growth areas identified in the schoolwide action plan/SPSA, Did the report show how progress on the schoolwide action plan/SPSA impacted achievement of the major student learner needs and the schoolwide learner goals/graduate profile?
- Did the school show how the growth areas for continuous school improvement that are no longer part of the schoolwide action plan/SPSA were addressed?
- Were the findings of progress in this chapter supported by data and/or evidence and reviewed and discussed by staff and key educational partners?

Should this be "significant developments"? Or add a prior bullet 'significant developments'?

Chapter 2: Develop or refine the school profile based on the analyzed and disaggregated data and clarify the schoolwide learner goals/graduate profile .

Participants

Leadership Team

Chapter 2a: School Profile

- **Existing Profile:** Review the school's current school profile.
- **Additional Data:** Gather the needed updated demographic and student performance data and perception data; see the [ACS WASC/CDE School Profile Guide](#) for guidance.

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- Assurance: Ensure the updated school profile addresses the following:
 - Three years of data, if available
 - Data presented and linked through the use of appropriate charts, tables, and graphs
 - Data disaggregated, analyzed and interpreted.
- Findings and Synthesis: Provide findings noting trends and patterns.

Chapter 2b: School Profile

- Summary: Include:
 - Implications: List the overall implications of the data.
 - Preliminary Major Student Learner Needs:
 -

- Have major preliminary student learner needs been identified and supported by the initial review of data?
- Have the certificated staff members and other educational partners reviewed and discussed the profile, including the vision, mission, and schoolwide learner goals/graduate profile, to confirm major preliminary student learner needs?

Chapter 3: Evaluate the quality of the school program in relation to the five WASC/CDE categories with emphasis on the major student learner needs, summarize findings, and determine areas of strengths and areas for growth.

The categories are:

- 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, Social-Emotional, and Academic Growth

Participants

Leadership Team: Guides and coordinates the process

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- Determining Evidence/Information/Data Needed by Each Focus Group: Based on the criteria/indicators/prompts, decide what data/information/evidence is needed to determine what currently exists and



- Has there been discussion on how these themes or priorities inform what the priorities are of the schoolwide action plan/SPSA?

Chapter 5: Revise the schoolwide action plan/SPSA; establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan/SPSA .

Participants

Leadership Team and/or School Profile Committee
School educational partners (Suggestion: use data teams; PLCs; Focus Groups; or job-alikes, departments, or grade levels)

Chapter 5: Revision of Schoolwide Action Plan/SPSA

- **Review:** Review the Focus Group summaries (Chapter 3), the identified major student learner needs and the table of prioritized strengths, and growth areas (Chapter 4).
- **Modifications:** Use the table from Chapter 4 to determine the schoolwide action plan strategies/activities that should be modified based on the findings, strengths, growth areas, and major student learner needs.
- **Assurance:** Ensure that the schoolwide action plan refinements are aligned to the LCAP and include measurable student-focused outcomes that reflect the major student learner needs and addresses diversity, equity, and inclusion goals.
- **Consensus:** Gather feedback, gain consensus, and ensure commitment of all staff and educational partners.
- **Continuous Improvement:** Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals/graduate profile, academic standards, and the progress on implementing schoolwide action plan/SPSA.

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- Do the outcomes in the school wide action plan/SPSA address the major student learner needs as identified in Chapter 4?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the schoolwide action plan/SPSA and modify the plan as needed?



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Suggested areas to gather, review , and analyze to determine the effectiveness in meeting the criterion:

- Written statements of vision, mission, core beliefs, major student learner needs,

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-

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Suggested evidence to gather, review,

Criterion A5: Resources

Category B: Curriculum

Directions for Rigorous and Relevant Curriculum

- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the **rigorous and relevant curriculum impacts student learning and well-being**.

Criterion B1: Rigorous and Relevant Standards -Based Curriculum

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

Indicators

- B1.1 Current Educational Research and Thinking: The school provides a rigorous, relevant

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- The degree of congruence between the concepts and skills taught, the academic standards, and the schoolwide learner goals/graduate profile
- Student work samples and student engagement observations
- Master schedule
- Articulation with K-8 feeder schools and local colleges and universities
- Demographics and distribution of students throughout the class offerings (to include

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applications is accessible to all students through courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

- B2.3 Student -Parent -Staff Collaboration: Students, parents, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Suggested evidence to gather, review, and analyze to determine the effectiveness in meeting the criterion:

- The varied programs available to all students through courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

- The varied programs available to all students through courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

WASC Category B. Curriculum Summary

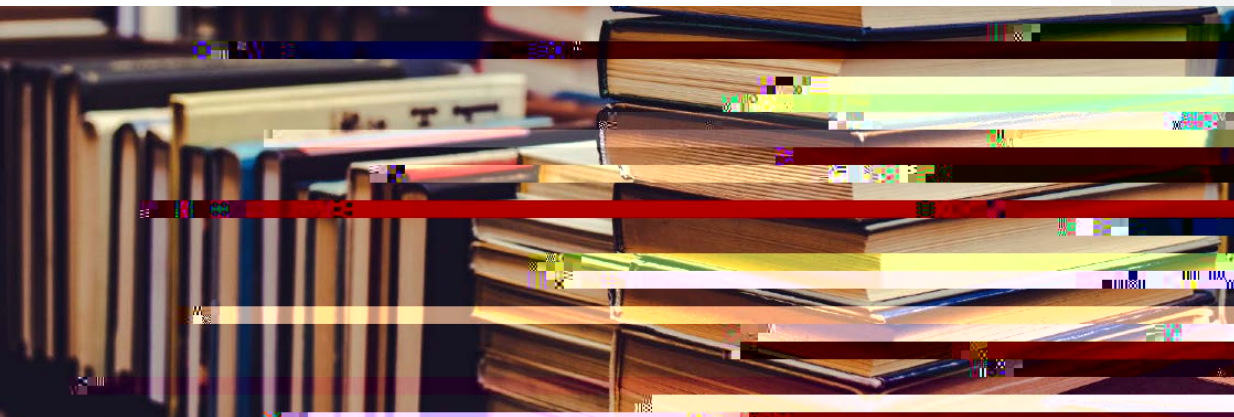
Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

- 1.
- 2.
- 3.

Areas of Growth

- 1.
- 2.
- 3.



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WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

- 1.
- 2.
- 3.

Areas of Growth

- 1.
- 2.
- 3.



Category D: Assessment and Accountability

Directions for Reporting and Accountability Process

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the **schoolwide reporting and accountability practices impact student learning and well-being**.

Criterion D1: Reporting and Accountability Process

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

- **D1.1 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 educational partners.
- **D1.2 Basis for Determination of Performance Level:** 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.
- **D1.3 Assessment of Program Areas:** School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.
- **D1.4 Schoolwide Modifications Based on Assessment Results:** School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Suggested areas to gather, review, and analyze to determine the effectiveness in meeting the criterion:

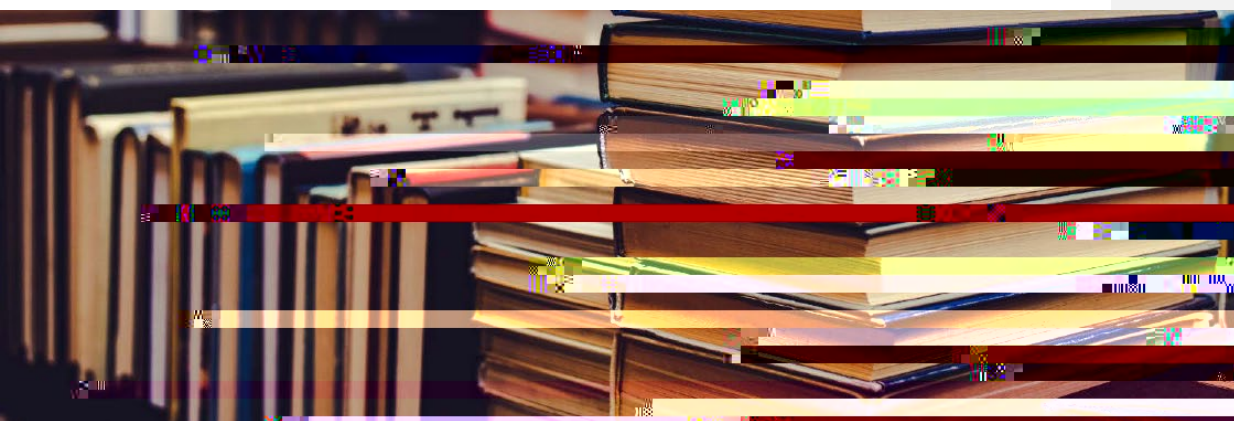
- Extent to which student performance data is reported to all educational partners (community, parents, students, staff, district)
- Extent to which teachers and departments have agreed and made known to all educational partners the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas



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- Examples of how teachers use formative and summative data to plan and modify curricular and instructional approaches
- Examples and extent to which progress of all students towards accomplishing the learning goals and academic standards is monitored
- Examples of how assessment results have caused recent change in the school's program
- Examples of how professional development activities and topics have been determined by schoolwide assessment results
- Extent to which students and parents are involved in the review process about student progress
- Other pertinent evidence gathered through observations, interviews, and review of documentation.

WASC Category D. Assessment and Accountability Summary



Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Directions for Family/Guardian and Community Involvement

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the

Directions for School Culture and Environment

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the **school culture and environment impact student learning and well-being**.

Criterion E2 : Culture and Environment

The school leadership focuses on continuous school improvement by providing a nurturing learning environment and develops a culture that is characterized by trust, inclusivity, professionalism, and high expectations for all students.

- E2.1 Policies and Resources: The policies, regulations, and resources ensure a nurturing learning environment for all students, including internet safety.
- E2.2 Trust, Respect, and Equity: The entire school community has an atmosphere of trust, respect, and equity in support of student achievement and well-being.
- E2.3 School Culture: Students experience a caring school culture that is conducive to learning, with high expectations for all and a learning environment that honors individual differences, and social emotional needs.

Suggested evidence to gather, review, and analyze to determine the effectiveness in meeting the criterion:

- The existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning
- The analysis of all aspects of the school with respect to safety and internet regulations
- The degree to which caring and high expectation for all student is demonstrated on a daily basis including policies on bullying
- The degree to which specific strategies demonstrate an atmosphere of trust, respect, and professionalism
- Ways that citizenship and ethical values and behaviors are demonstrated by students
-

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course offerings; alternative schedules available for repeat or accelerated classes (summer, class periods beyond the traditional school day)

- Co-curricular and extra-curricular activities that connect and involve students
- Programs which connect students of different backgrounds to the school community and each other such as music, fine arts, clubs, forums, formal school activities
- Processes and procedures for assessing the effectiveness of support and interventions
- Review of effectiveness of counseling/advisory services, psychological, and health services
- Other pertinent evidence gathered through observations, interviews, and review of documentation.

WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

- 1.
- 2.
- 3.

Areas of Growth

- 1.
- 2.
- 3.



Visit and VisioTm (it)wE