

CRITERIA CONCEPTS WASC/CDE

The accreditation process centers upon the school's analysis of student learning and the program for all students: examining the observable evidence to determine the degree of effectiveness for what exists based upon the criteria concepts and the school's expected learning results. Observable evidence includes analyzing results of what students are doing/producing, student interviews/observations, hard data/information, other interviews/observations, etc.

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

- A1. Does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?
Is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?
- A2. Does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?
Does the governing board delegate implementation of these policies to the professional staff?
Does the governing board regularly monitor results and approve the single schoolwide action and its relationship to the local Educational Association (LEA) plan?
- A3. Based on student achievement, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?
Does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?
- A4. Does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?
- A5. Are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?
- A6. Are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?
- A7. Has the charter school's governing authority and the school leadership executed responsible resource planning for the future? Is the charter school solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)? **[FOR CHARTER SCHOOLS ONLY]**
- A8. Has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards? **[FOR CHARTER SCHOOLS ONLY]**

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CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

- B1. Do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?
Are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?
- B2. Do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?
- B3. Will students be able to meet all the requirements of graduation upon completion of the high school program?

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

- C1. Are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?
- C2. Do all teachers use a variety of strategies and resources, including technology and experience beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them, succeed at high levels?

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

- D1. Does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?
- D2. Do teachers employ a variety of strategies to evaluate student learning?
Do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?
- D3. Does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?
- D4. Does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

- E1. Does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?
- E2. Is the school a safe, clean, and orderly place that nurtures learning?
Is the culture of the school characterized by trust, professionalism, and high expectations for all students, and a focus on continuous school improvement?
- E3. Do all students receive appropriate support to help ensure academic success?
- E4. Do students have access to a system of personal support services, activities and opportunities at the school and within the community?