

WASC/CDE Focus on Learning Schoolwide Criteria*

A. Organization

Vision and Purpose

1. The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by expected schoolwide learning results and the academic standards.

Governance

2. The governing board (a) has 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; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Leadership and Staff

3. Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards. 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.
4. A qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development.
5. Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Resources

6. The human, material, physical, and financial resources are 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.
7. The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting). **[FOR CHARTER SCHOOLS ONLY]**

* Modified: 8/05 (Added Charter School criteria).

8. The school has 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]**

B. Standards-based Student Learning: Curriculum

1. 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. Through standards-based learning (what is taught and how it is taught), these are accomplished.
2. All students have equal 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.
3. Upon completion of the high school program, students have met all the requirements of graduation.

C. Standards-based Student Learning: Instruction

1. To achieve the academic standards and the expected schoolwide learning results, all students are involved in challenging learning experiences.
2. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

D. Standards-based Student Learning: Assessment and Accountability

1. The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.
2. Teachers employ a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.
3. The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results.
4. The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

E. School Culture and Support for Student Personal and Academic Growth

1. The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.
2. The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

3. All students receive appropriate support along with an individualized learning plan to help ensure academic success.
4. Students have access to a system of personal support services, activities and opportunities at the school and within the community.