

WASC/CDE Accreditation Status Determination Worksheet/Rubric

2022 Edition, Updated June 2024

How well are all students learning and achieving?

Is the school doing everything possible to support high achievement and prepare all students to be college and career ready?

Directions

1. Discuss the evidence reviewed through the self-study and the visit for each of the factors. Particularly examine the **schoolwide strengths and the growth areas for continuous improvement**.
2. Individually, read the factors and the supporting rubrics. Mark an "X" for the most appropriate rating in the box provided.
3. Read the attached sheets with the WASC/CDE criteria and indicators prior to marking the most appropriate rating.
4. As a visiting committee, come to **consensus** on the most appropriate rating. NOTE: The rubrics are guides to assist in the **synthesis of the visiting committee's findings from the self-study and visit**. Other points may need to be brought into the discussion.
5. Select one of the following ratings for each factor and insert the ratings on the accreditation status factors with the narrative rationale in the visiting committee report.
 - ✓ **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
 - ✓ **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
 - ✓ **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
 - ✓ **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

<i>Accreditation status will be based upon a school demonstrating the following factors:</i>	Highly Effective	Effective	Somewhat Effective	Ineffective
<i>The involvement and collaboration of the entire school community in the self-study reflects a thorough, accurate analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.</i>	<ul style="list-style-type: none"> All school instructional staff and other stakeholders/educational partners (e.g., Board, administration, parents, support staff, older students, community members) are involved in data review, analysis and dialogue about school's effectiveness and perceived strengths and growth areas. The involvement and collaboration of the entire school community in the self-study is based on the development of the school profile, the determination of major learner needs and the evaluation of the school program and operations in relation to the ACS WASC/CDE criteria. Self-study occurs in an environment of continuous improvement and analysis of school effectiveness. <input type="checkbox"/>	<ul style="list-style-type: none"> Most school instructional staff and other stakeholders/educational partners (e.g., Board, administration, parents, support staff, older students, community members) are involved in data review, analysis and dialogue about school's effectiveness and perceived strengths and growth areas. The involvement and collaboration of many members of the school community in the self-study is based on the development of the school profile, the determination of major learner needs and the evaluation of the school program and operations in relation to the ACS WASC/CDE criteria. Self-study occurs in an environment of continuous improvement and analysis of school effectiveness. <input type="checkbox"/>	<ul style="list-style-type: none"> Some instructional staff and a few stakeholders/educational partners (e.g., Board, administration, parents, support staff, older students, community members) are involved in analysis and dialogue about school's effectiveness and perceived strengths and growth areas. The involvement and collaboration of some members of the school community in the self-study is based on the development of a limited school profile and the evaluation of the school program and operations in relation to the ACS WASC/CDE criteria. Self-study occurs in a compliance environment with little emphasis on continuous improvement and analysis of school effectiveness. <input type="checkbox"/>	<ul style="list-style-type: none"> A lack of involvement of all school instructional staff and other stakeholders in an in-depth review of major student learner needs and student data/information is not evident. Lack of instructional staff involvement is not evident in evaluating the school's program and operations related to major student learner needs and the ACS WASC/CDE criteria. Self-study occurs with a compliance approach with little if any focus on continuous school improvement. <input type="checkbox"/>
<i>The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.</i>	<ul style="list-style-type: none"> Continuous school improvement is integral to the school's culture and involves all stakeholders/educational partners. The school annually reviews student profile data, achievement and demographics in relation to schoolwide action plan/SPSA progress and shares with the entire community. The impact of action plan progress on student learning and major student learner needs is continuously analyzed. The schoolwide action plan/SPSA is updated as needed and a formal progress report is shared with all stakeholders/educational partners. <input type="checkbox"/>	<ul style="list-style-type: none"> Prior accreditation findings are reviewed and contribute to continuous school improvement. The school reviews action plan/SPSA progress and shares with the school community. The impact of actions in the plan/SPSA on student learning, including major student learner needs, may be analyzed. The schoolwide action plan/SPSA is updated as needed and progress is shared with most stakeholders/educational partners. <input type="checkbox"/>	<ul style="list-style-type: none"> Prior accreditation findings are reviewed and may become part of the revised action plan/SPSA. There is limited review of the action plan progress and this progress is sometimes shared with the school community. The impact of actions in the plan/SPSA on student learning, is sometimes analyzed. The schoolwide action plan/SPSA is not updated and there are few processes in place to involve stakeholders/educational partners. <input type="checkbox"/>	<ul style="list-style-type: none"> Prior accreditation findings are not reviewed nor integrated into the action plan/SPSA. There is limited review of the action plan progress and this progress is not shared with the school community. The impact of actions in the plan/SPSA on student learning, is not analyzed. The schoolwide action plan/SPSA is not updated and there are no processes in place to involve stakeholders/educational partners. <input type="checkbox"/>

Accreditation status will be based upon a school demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
Acceptable progress by all students toward clearly defined schoolwide learner goals/graduate profile, major student learner needs, academic standards, and other institutional and/or governing authority expectations.	<ul style="list-style-type: none"> Multiple measures show acceptable progress for all students based on the major student learner needs, the academic standards, and the schoolwide learner goals within a diverse, equitable, and inclusive environment. Recognition by all stakeholders/ educational partners of the need for continuous improvement exists to ensure students are prepared with creative and critical thinking skills, communication skills, and other 21st century skills/global competencies. <input type="checkbox"/>	<ul style="list-style-type: none"> Multiple measures show growth targets being reached for some identified student groups based on the major student learner needs, the academic standards and the schoolwide learner goals. Emphasis is evolving to ensure a diverse, equitable and inclusive environment for all students. Recognition by many stakeholders/ educational partners for continuous improvement exists to ensure students are prepared with creative and critical thinking skills, communication skills, and other 21st century skills/global competencies. <input type="checkbox"/>	<ul style="list-style-type: none"> Multiple measures show growth targets being reached for a limited number of student groups based on the major learner needs, and the academic standards. There is some emphasis on ensuring a diverse, equitable and inclusive environment for all students. Limited recognition by stakeholders/ educational partners for continuous improvement exists to ensure students are prepared for choices beyond high school. <input type="checkbox"/>	<ul style="list-style-type: none"> Multiple measures show growth targets being reached by very few student groups based on the major student learner needs. Emphasis on ensuring a diverse, equitable and inclusive environment for all students is not all encompassing. Few if any stakeholders/ educational partners recognize the need for continuous improvement to ensure students are prepared for choices after high school. <input type="checkbox"/>
ACS WASC/CDE CRITERIA				
CATEGORY A: ORGANIZATION				
A1. Vision and Purpose that supports high achievement and well-being for all students.	<ul style="list-style-type: none"> The school has a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Processes are in place and systematically implemented and monitored to ensure involvement of all stakeholders/ educational partners in the development and periodic review and refinement of the vision and purpose, and schoolwide learner goals/graduate profile. Communication processes are in place and evaluated to ensure understanding of the vision, purpose and schoolwide learner goals/graduate profile. <input type="checkbox"/>	<ul style="list-style-type: none"> The school has a clearly stated vision and purpose reflecting students' needs, current educational research based practices, with some attention to equity, inclusion and a belief that all students can learn and achieve. Processes are in place to ensure involvement of all stakeholders/ educational partners in the development and periodic review and refinement of the vision and purpose, and schoolwide learner goals. Communication processes are in place to ensure understanding of the vision, purpose and schoolwide learner goals/graduate profile. <input type="checkbox"/>	<ul style="list-style-type: none"> The school has a stated vision and purpose reflecting students' needs, and some educational research based practices. There is limited understanding and demonstration of equity, inclusion and a belief that all students can learn and achieve. There are limited processes in place to ensure involvement of all stakeholders/ educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide student goals. Limited communication processes are in place to ensure understanding of the vision, purpose and schoolwide learner goals/graduate profile. <input type="checkbox"/>	<ul style="list-style-type: none"> The school/community has a formal statement of philosophy and goals that is kept on file at the school and meets external needs for such a document. The vision and purpose of the school does not reflect a belief that all students can learn and achieve. There are few or no processes in place to ensure involvement of all stakeholders/ educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide student goals. Few or no communication processes are in place to ensure understanding of the vision, purpose and schoolwide learner goals/graduate profile. <input type="checkbox"/>
A2. Governance that supports high achievement and well-being for all students.	<ul style="list-style-type: none"> The school's purpose is fully aligned with governing board goals and focused on student achievement and well-being through data informed decision making. The school community has a clear understanding of the role of the governing board and how their decisions, expectations and initiatives guide the work of the school. <input type="checkbox"/>	<ul style="list-style-type: none"> The school's purpose is aligned with governing board goals and focused on student achievement and well-being through data informed decision making. The school community has some understanding of the role of the governing board and how their decisions, expectations and initiatives guide the work of the school. <input type="checkbox"/>	<ul style="list-style-type: none"> The school's purpose may not be fully aligned with governing board goals and focused on student achievement and well-being. Data informed decision making is limited. The school community has limited understanding of the role of the governing board and how their decisions, expectations and initiatives guide the work of the school. <input type="checkbox"/>	<ul style="list-style-type: none"> The school's purpose is not aligned with governing board goals or focused on student achievement and well-being. There is little or no data informed decision making. The school community has little or no understanding of the role of the governing board and how their decisions, expectations and initiatives guide the work of the school. <input type="checkbox"/>
A3. Leadership for Learning that supports high achievement and well-being for all students.	<ul style="list-style-type: none"> The school's leadership, faculty, staff and parent/community analyze data to determine student needs, select and implement aligned strategies and monitor results and impact on student learning to support continuous improvement. The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability 	<ul style="list-style-type: none"> The school's leadership, faculty, staff and parent/community analyze data to determine student needs, select and implement aligned strategies and monitor results and impact on student learning. The school leadership and staff demonstrate shared decision-making and responsibility for actions and accountability for implementation of goals. 	<ul style="list-style-type: none"> The school's leadership, faculty, and staff analyze data to determine student needs, select and implement aligned strategies and monitor results. The school leadership and staff demonstrate shared decision-making and responsibility for actions and implementation of goals. The schoolwide action plan/SPSA is correlated to and driven by the analysis of 	<ul style="list-style-type: none"> The school's leadership, faculty, and staff analyze data to determine student needs. Some strategies are aligned to needs with limited monitoring of results. The school leadership and staff demonstrate shared decision-making but there is little evidence of responsibility for actions and implementation of goals. The schoolwide action plan/SPSA may not be

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	expectations for implementation of goals. • The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP. <div>□</div>	• The schoolwide action plan/SPSA is correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP. <div>□</div>	student achievement and other data and is somewhat aligned with the LCAP. <div>□</div>	correlated to and driven by the analysis of student achievement and other data. <div>□</div>
A4. Qualified Staff and Professional Development that supports high achievement and well-being for all students.	<ul style="list-style-type: none"> • Qualified leadership and staff facilitate achievement of student academic standards and schoolwide learning goals/graduate profile through a system of preparation, induction and ongoing professional development. • District and school procedures ensure that leadership and staff are qualified based on staff background, and preparation. • The school team implements highly effective supervision and evaluation procedures in order to promote professional growth of staff and monitors how professional development impacts teacher practices and student learning. • There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research. • The school team implements a clear system to communicate administrator and faculty policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. <div>□</div>	<ul style="list-style-type: none"> • Qualified leadership and staff facilitate achievement of student academic standards and schoolwide learning goals/graduate profile through preparation, induction and ongoing professional development. • District and school procedures ensure that leadership and staff are qualified based on staff background, and preparation. • The school team implements effective supervision and evaluation procedures in order to promote professional growth of staff and monitors how professional development impacts teacher practices and student learning. • The school team attempts to implement a systematic approach to continuous improvement through professional development based on student performance data, student needs and research. • The school team communicates administrator and faculty policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. <div>□</div>	<ul style="list-style-type: none"> • Qualified leadership and staff facilitate achievement of student academic standards and schoolwide learning goals/graduate profile through preparation, induction and ongoing professional development. • District and school procedures ensure that leadership and most staff are qualified based on staff background, and preparation. • The school team implements effective supervision and evaluation procedures in order to promote professional growth of staff and may monitor how professional development impacts teacher practices and student learning. • The school team lacks a systematic approach to continuous improvement through professional development based on student performance data, student needs and research. • The school team communicates administrator and faculty policies, procedures, and handbooks in limited ways. <div>□</div>	<ul style="list-style-type: none"> • Qualified leadership and faculty have met minimum requirements based on background and preparation through the use of district and school procedures. • The school team implements supervision and evaluation procedures based on required timelines with little if any monitoring of impact on teacher practices and student learning. • The school team has little or no focus on continuous improvement goals. • There is little or no communication on administrator and faculty policies, procedures, and handbooks. <div>□</div>
A5. Resources that support high achievement and well-being for all students.	<ul style="list-style-type: none"> • Human, material, physical and financial resources are sufficient and used appropriately to support student success. • School leadership, faculty and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan/SPSA and the LCAP. • Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices. • The policies and procedures for acquiring and maintaining adequate instructional materials and equipment are understood and implemented efficiently. • The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including technology use and digital learning goals and resources. <div>□</div>	<ul style="list-style-type: none"> • Human, material, physical and financial resources are sufficient and used appropriately to support student success. • School leadership, faculty and many staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan and the LCAP. • Many transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices. • The policies and procedures for acquiring and maintaining adequate instructional materials and equipment are understood by most faculty and staff. • The school's facilities are safe, functional, and well-maintained and support student achievement and the educational program(s) including technology use and digital learning goals and resources. <div>□</div>	<ul style="list-style-type: none"> • Human, material, physical and financial resources are used to support student success. • School leadership and a few staff are involved in resource allocation decisions aligned with student and personnel needs and may be aligned with goals of the schoolwide action plan/SPSA and the LCAP. • Limited district and school procedures are in place to develop an annual budget, conduct audits and/or follow quality accounting practices. • The policies and procedures for acquiring and maintaining adequate instructional materials and equipment are limited and unclear to faculty and staff. The school's facilities are safe and functional and may support student achievement and the educational program(s). • Technologies and digital learning resources are limited. <div>□</div>	<ul style="list-style-type: none"> • Some human, material, physical and financial resources are sufficient and used appropriately. • School leadership is involved in resource allocation decisions that are not always aligned with student and personnel needs, and goals of the schoolwide action plan and the LCAP. • Limited school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices. • The policies and procedures for acquiring and maintaining adequate instructional materials and equipment are unclear and inefficient. • The school's facilities are safe and functional and support some student achievement and some components of the educational program. <div>□</div>

Accreditation status will be based upon a school demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
CATEGORY B: CURRICULUM				
B1. Rigorous and Relevant Standards-Based Curriculum that supports high achievement and well-being for all students.	<ul style="list-style-type: none"> The school provides a rigorous, relevant and coherent curriculum for all students based on current educational research and reflected in high levels of student achievement. The curriculum supports the schoolwide learner goals/graduate profile, academic standards and graduation requirements demonstrated by student success. The curriculum is congruent and aligned with school goals in almost all classrooms and departments. There is integration between/among areas of study, academic standards and college- and career preparedness goals in ways that are clear to the entire school community. The school communicates and engages with feeder schools, community partners and others to best meet student needs using a wide range of successful strategies. <input type="checkbox"/>	<ul style="list-style-type: none"> The school provides a rigorous and coherent curriculum for many students based on current educational research and reflected in high levels of success for many students. The curriculum supports the schoolwide learner goals/graduate profile, academic standards and graduation requirements. The curriculum is congruent and aligned with school goals in some classrooms and departments. There is some integration between/among areas of study, academic standards and college- and career preparedness goals. The school communicates and engages with feeder schools, community partners and others to best meet student needs using a range of strategies. <input type="checkbox"/>	<ul style="list-style-type: none"> The school provides a rigorous and coherent curriculum for some students based on current educational research. The curriculum supports the schoolwide learner goals/graduate profile, academic standards and graduation requirements. The curriculum is generally aligned with school goals. There is limited integration between/among areas of study, academic standards and college- and career preparedness goals. The school may communicate and engage with feeder schools, community partners and others using a few strategies. <input type="checkbox"/>	<ul style="list-style-type: none"> The school provides a coherent curriculum for few students based on current educational research. The curriculum supports few if any of the schoolwide learner goals/graduate profile, academic standards and graduation requirements. The curriculum may not be aligned with school goals. There is little if any integration between/among areas of study, academic standards and college- and career preparedness goals. The school has little if any communication and engagement with feeder schools, community partners and others. <input type="checkbox"/>
B2. Equity and Access to the Curriculum that supports high achievement and well-being for all students.	<ul style="list-style-type: none"> All students are able to make appropriate curricular choices and pursue a full range of realistic college and career and/or other educational options. A rigorous, relevant, and coherent curriculum includes real world applications accessible to all students. Course enrollment patterns reflect the diversity of the school's students. Parents, students, and staff experience a sense of belonging and value within the school community and collaborate to support students' success. <input type="checkbox"/>	<ul style="list-style-type: none"> Most students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. A rigorous, relevant, and coherent curriculum includes real world applications accessible to all students. Course enrollment patterns reflect the diversity of the school's students. Most parents, students, and staff experience a sense of belonging and value within the school community and often collaborate to support students' success. <input type="checkbox"/>	<ul style="list-style-type: none"> Some students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. A rigorous and coherent curriculum includes real world applications accessible to some students. Course enrollment patterns may not reflect the diversity of the school's students. Parents, students, and staff experience a sense of belonging and value within the school community. <input type="checkbox"/>	<ul style="list-style-type: none"> Few if any students pursue a range of realistic college and career and/or other educational options. A rigorous and coherent curriculum includes few if any real world applications accessible by students. Course enrollment patterns do not reflect the diversity of the school's students. Parents, students, and staff experience a sense of belonging in the school community. <input type="checkbox"/>
CATEGORY C: LEARNING AND TEACHING				
C1. Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement and well-being for all students.	<ul style="list-style-type: none"> All staff understand what an equity-centered learning environment is and work toward implementing it across the entire school. All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences. Learning and teaching reflect schoolwide goals, academic standards, and college- and career-readiness indicators. All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness. <input type="checkbox"/>	<ul style="list-style-type: none"> Most staff understand what an equity-centered learning environment is and work toward implementing it across the entire school. Most students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences. Learning and teaching reflect schoolwide goals, academic standards, and college- and career-readiness indicators. Most students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness. <input type="checkbox"/>	<ul style="list-style-type: none"> There is limited understanding of what an equity-centered learning environment is among school staff. Students experience some degree of an equity-centered learning environment and are involved in challenging learning experiences. Learning and teaching priorities may not reflect schoolwide goals, academic standards, and college- and career-readiness indicators. Some students understand the standards/expected performance levels for each area of study in order to demonstrate learning. <input type="checkbox"/>	<ul style="list-style-type: none"> There is little or no understanding of what an equity-centered learning environment is among school staff. Students are involved in challenging learning experiences with a few experiencing an equity-centered learning environment. Learning and teaching priorities may not reflect schoolwide goals, academic standards, and college- and career-readiness indicators. Few students understand the standards/expected performance levels for each area of study in order to demonstrate learning. <input type="checkbox"/>

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C2. Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement and well-being for all students.	<ul style="list-style-type: none"> • All teachers use a variety of strategies and resources to create an equity-centered learning environment. • Active engagement in learning by all students is evidenced throughout the entire school. • Teachers use a variety of evidence-based instructional methodologies to promote student learning. • Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking and problem solving. • Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems. • Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers. <input type="checkbox"/>	<ul style="list-style-type: none"> • Most teachers use a variety of strategies and resources to create an equity-centered learning environment. • Active engagement in learning by all students is evidenced throughout some departments. • Most teachers use a variety of evidence-based instructional methodologies to promote student learning. • Student voice and agency are equally applicable for many students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking and problem solving. • Most teachers use technology and digital learning tools to enhance and support student learning. • Most teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers. <input type="checkbox"/>	<ul style="list-style-type: none"> • Some teachers use a variety of strategies and resources to create an equity-centered learning environment. • There is some evidence of active engagement in learning by students in some departments. • Some teachers use a variety of evidence-based instructional methodologies to promote student learning. • Student voice and agency are not well articulated concepts across the school. • Teachers use technology and digital learning tools to enhance and support student learning. • Some teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers. <input type="checkbox"/>	<ul style="list-style-type: none"> • Some teachers use a variety of strategies and resources to create an equity-centered learning environment. • There is little if any evidence of active engagement in learning by students in some departments. • Few teachers use a variety of evidence-based instructional methodologies to promote student learning. • Student voice and agency are not well understood nor a priority across the school. • Some teachers use technology and digital learning tools to enhance and support student learning. • Few teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers. <input type="checkbox"/>
CATEGORY D: ASSESSMENT AND ACCOUNTABILITY				
D1. Reporting and Accountability Process that supports high achievement for all students.	<ul style="list-style-type: none"> • The school leadership and instructional staff use a range of equitable assessment measures and processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners. • 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. • 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. • School leadership partners with district or agency leadership to periodically assess programs and expectations for students' academic growth and progress. <input type="checkbox"/>	<ul style="list-style-type: none"> • The school leadership and instructional staff use equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners. • The school leadership and instructional staff have agreements on the basis for students' grades, growth, and performance levels but these may not be consistent across and within grade levels and content areas. • School teams use assessment results to make some many changes in the school program, implement some the majority of professional development activities, and allocate resources demonstrating a results-driven or informed, continuous school improvement process. • School leadership partners with district or agency leadership to periodically assess programs and expectations for students' academic growth and progress. <input type="checkbox"/>	<ul style="list-style-type: none"> • The school leadership and some instructional staff use equitable assessment processes to collect, disaggregate, analyze, and provide some student performance data to stakeholders/educational partners. • The school leadership and instructional staff are developing agreements on the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas. • Some staff 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. • School leadership partners with district or agency leadership to periodically assess programs. <input type="checkbox"/>	<ul style="list-style-type: none"> • The school leadership is developing equitable assessment processes to collect, disaggregate, analyze, and report student performance data to stakeholders/educational partners. • The school leadership and instructional staff have not agreed on the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas. • Few if any staff 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. • School leadership partners with district or agency leadership to periodically assess programs with little if any results used to guide needed changes. <input type="checkbox"/>
D2. Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement and well-being for all students.	<ul style="list-style-type: none"> • All teachers determine and monitor all students' growth and progress toward meeting the schoolwide learner goals/graduate profile, academic standards, and college and career readiness expectations. • All teachers provide timely, specific, and descriptive feedback in order to support 	<ul style="list-style-type: none"> • Most teachers determine and monitor all students' growth and progress toward meeting the schoolwide learner goals/graduate profile, academic standards, and college and career readiness expectations. • Most teachers provide timely, specific, and descriptive feedback in order to support 	<ul style="list-style-type: none"> • Some teachers determine and monitor students' growth and progress toward meeting the schoolwide learner goals/graduate profile, academic standards, and college and career readiness expectations. • Few teachers provide timely, specific, and descriptive feedback in order to support 	<ul style="list-style-type: none"> • Few teachers determine and monitor students' growth and progress toward meeting the schoolwide learner goals/graduate profile, academic standards, and college and career readiness expectations. • Few teachers provide timely, specific, and descriptive feedback in order to support

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	students in achieving learning goals. <ul style="list-style-type: none"> • All teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers. • All teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. <input type="checkbox"/>	students in achieving learning goals. <ul style="list-style-type: none"> • Most teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers. • Most teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. <input type="checkbox"/>	students in achieving learning goals. <ul style="list-style-type: none"> • Few teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers. • Few teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. <input type="checkbox"/>	students in achieving learning goals. <ul style="list-style-type: none"> • Few if any teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers. • Few teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. <input type="checkbox"/>
CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH				
E1. Family and Community Involvement that supports high achievement and well-being for all students.	<ul style="list-style-type: none"> • School leadership and staff implements a wide range of culturally sensitive and inclusive strategies and processes for ongoing family and community involvement in the learning and teaching processes for all students. • The entire school community values the cultures of students and adults through the learning opportunities and materials provided, the inclusive culture they develop to use cultural understandings to support learning. • School leadership, faculty and staff develop rapport and trust with students, staff, families, and the community, valuing the identities of all individuals. <input type="checkbox"/>	<ul style="list-style-type: none"> • School leadership implements many culturally sensitive strategies and inclusive processes for family and community involvement in learning and teaching for many students. • Most members of the school community value the cultures of students and adults through the materials and learning opportunities provided, and the inclusive culture they develop to use cultural understandings to support learning. • School leadership develops rapport and trust with many students, staff, families, and the community, valuing the identities of individuals. <input type="checkbox"/>	<ul style="list-style-type: none"> • The school leadership, faculty and staff employ some culturally sensitive and inclusive strategies to encourage family and community involvement with little emphasis on learning/teaching process. • Some members of the school community value the cultures of students and adults through the learning opportunities they provide, the materials they use, the inclusive culture they develop. • School leadership develops rapport and trust with some students, staff, families, and the community. <input type="checkbox"/>	<ul style="list-style-type: none"> • The school leadership, faculty and staff are not using culturally sensitive and inclusive strategies to encourage family and community involvement in the learning/teaching process. • Few members of the school community value the cultures of students and adults through the materials and learning opportunities they provide. • School leadership is limited in their understanding of how to develop rapport and trust with students, staff, families, and the community. <input type="checkbox"/>
E2. School Culture and Environment that supports high achievement and well-being for all students.	<ul style="list-style-type: none"> • School leadership understands and implements policies, regulations, and resources to ensure a safe (including internet safety), clean, and orderly environment that nurtures learning for all students. • The entire school community demonstrates an atmosphere of trust, respect, inclusivity, and equity to support student achievement and well-being. • All students experience a caring school culture with high expectations for all and a learning environment that honors individual differences, social emotional needs and is conducive to learning. <input type="checkbox"/>	<ul style="list-style-type: none"> • School leadership understands and implements policies, regulations, and resources to ensure a safe (including internet safety), clean, and orderly environment that nurtures learning for all students. • Most of the school community demonstrates an atmosphere of trust, respect, inclusivity, and equity. • Many students experience a caring school culture with high expectations for all and a learning environment that honors individual differences, social emotional needs and is conducive to learning. <input type="checkbox"/>	<ul style="list-style-type: none"> • School leadership understands and implements some policies, regulations, and resources to ensure a safe (including internet safety), clean, and orderly environment that nurtures learning for all students. • Some members of the school community demonstrate an atmosphere of trust, respect, inclusivity, and equity. • Few students experience a caring school culture with high expectations for all and a learning environment that honors individual differences, social emotional needs and is conducive to learning. <input type="checkbox"/>	<ul style="list-style-type: none"> • The school leadership needs to develop and implement further policies, regulations and resources to provide a safe place that nurtures learning for students. • Few members of the school community demonstrate an atmosphere of trust, respect, inclusivity, and equity. • Few if any students experience a caring school culture with high expectations for all and a learning environment that honors individual differences, social emotional needs and is conducive to learning. <input type="checkbox"/>
E3. Multi-tiered Personal, Social-Emotional, and Academic Support that supports high achievement and well-being for all students.	<ul style="list-style-type: none"> • The entire school team understands how to implement and follow through with appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. • Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community. 	<ul style="list-style-type: none"> • School leadership and most staff understand how to implement appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. • Most students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at school and in the community. 	<ul style="list-style-type: none"> • School leadership and some staff are beginning to understand how to implement appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. • Some students with special talents and/or needs have access to a developing system of personal support service, activities, and opportunities at school and in the community. 	<ul style="list-style-type: none"> • Few staff understand or implement personalized, academic multi-tiered support and alternative instructional approaches to meet student needs. • Few students with special talents and/or needs have access to a system of personal support service, activities, and opportunities at school. • Few if any staff assess the impact of multi-tiered support for students' social-emotional learning needs.

Accreditation status will be based upon a school demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
	<ul style="list-style-type: none"> • School leadership and staff implement and assess the impact of personalized, academic multi-tiered support and alternative instructional approaches to meet student needs. • The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college- and career-readiness. • Students deepen their sense of self efficacy and make personal and community connections that are meaningful and relevant, allowing students to become advocates for their own needs and supports. <input data-bbox="829 573 846 586" type="checkbox"/>	<ul style="list-style-type: none"> • School leadership and most staff implement and assess the impact of personalized, academic multi-tiered support and alternative instructional approaches to meet student needs. • The school ensures a high level of student involvement in curricular and co-curricular activities. • Students deepen their sense of self efficacy in many classes and make personal and community connections that are meaningful and relevant, allowing students to become advocates for themselves. <input data-bbox="1224 573 1241 586" type="checkbox"/>	<ul style="list-style-type: none"> • School leadership and some staff implement personalized, academic multi-tiered support and alternative instructional approaches to meet student needs. • The school ensures some level of student involvement in curricular and co-curricular activities. • Some students make personal and relevant connections to increase self efficacy for learning in their classes. <input data-bbox="1617 573 1633 586" type="checkbox"/>	<ul style="list-style-type: none"> • The school provides little if any opportunities for student involvement in curricular and co-curricular activities. • Few students deepen their sense of self efficacy in classes. <input data-bbox="2011 573 2028 586" type="checkbox"/>
<i>The alignment of a schoolwide action plan/SPSA to the school's areas of greatest need to support high achievement by and well-being of all students.</i>	<ul style="list-style-type: none"> • The school team analyzes all relevant data/information about the major student learner needs and student achievement, school operations and programs as the foundation for growth areas in action plan. • The school team's development of the action plan/SPSA is focused on improving student achievement and well-being. • Specific actions and strategies are identified to meet all student needs. <input data-bbox="829 868 846 881" type="checkbox"/>	<ul style="list-style-type: none"> • Analysis of most data/information about the major student learner needs and student achievement, school operation, and program support the identified prioritized growth areas in action plan. • Focus on improving student achievement in most action plan sections. • General clarity in most action plan sections that includes suggested components. <input data-bbox="1224 868 1241 881" type="checkbox"/>	<ul style="list-style-type: none"> • Analysis of limited data/information about the major student learner needs and student achievement, school operation and program support the identified prioritized growth areas included in the schoolwide action plan. • Limited focus on improving student achievement in action plan sections. • Lack of clarity in action plan sections. <input data-bbox="1617 868 1633 881" type="checkbox"/>	<ul style="list-style-type: none"> • Analysis of little, if any, data/information about the major student learner needs and student achievement and program supports the identified prioritized growth areas. • Little, if any, focus on improving student achievement in action plan sections. • Little clarity in action plan sections. <input data-bbox="2011 868 2028 881" type="checkbox"/>
<i>The capacity to implement, monitor assess the impact of the schoolwide action plan/SPSA or LCAP (charter schools) on student success.</i>	<ul style="list-style-type: none"> • Collaboration, shared decision making, transparency and distributive leadership are the foundation for school success. • School leadership articulates a sense of urgency and the need for sustainable results of increased student learning across the entire school. • Processes such as cycles of inquiry and professional learning communities (PLCs) are in place to monitor impact of strategies and actions on student learning. • The entire school community understands and supports the need to diagnose, plan, implement, monitor, and refine as needed actions in the schoolwide action plan/SPSA. • The school community demonstrates overt commitment to equity, diversity, and inclusion is evidenced by progress on the schoolwide action plan/SPSA. <input data-bbox="829 1386 846 1399" type="checkbox"/>	<ul style="list-style-type: none"> • Levels of collaboration, shared decision making, transparency and distributive leadership are the foundation for school success. • School leadership articulates a sense of urgency and the need for sustainable results of increased student learning for all students. • Processes such as cycles of inquiry and professional learning communities (PLCs) are in place to monitor impact of some strategies and actions on student learning. • Most of the school community understands and supports the need to diagnose, plan, implement, monitor, and intensify actions in the schoolwide action plan/SPSA. • The school community acknowledges a commitment to equity, diversity, and inclusion is needed. <input data-bbox="1224 1386 1241 1399" type="checkbox"/>	<ul style="list-style-type: none"> • There are some levels of collaboration, shared decision making, transparency and distributive leadership within the school. • School leadership articulates some sense of urgency and the need for sustainable results of increased student learning. • Processes such as cycles of inquiry and professional learning communities (PLCs) are in place. • Some members of the school community understand and support the need to diagnose, plan, implement, monitor, and intensify actions in the schoolwide action plan/SPSA. • The school community acknowledges the need to better understand how equity, diversity, and inclusion impact student success and well-being. <input data-bbox="1617 1386 1633 1399" type="checkbox"/>	<ul style="list-style-type: none"> • There is little if any collaboration, shared decision making, transparency and distributive leadership within the school. • . School leadership articulates little if any sense of urgency and the need for sustainable results of increased student learning. • Few processes such as cycles of inquiry and professional learning communities (PLCs) are in place. • Few teachers and/or leaders understand and support the need to diagnose, plan, implement, monitor and intensify actions in the schoolwide action plan/SPSA. • The school community may not understand how equity, diversity, and inclusion impact student success and well-being. <input data-bbox="2011 1386 2028 1399" type="checkbox"/>

Accreditation Status Determination Attachment WASC/CDE FOL 2022 Criteria with Indicators

(These indicators summarize important aspects as noted in the suggested areas to examine for each criterion in the self-study manual.)

CATEGORY A: ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Criterion A1: Vision and Purpose

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. The school's purpose is further defined by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research, school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals/Graduate Profile: There are effective processes for communicating with all educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Criterion A2: Governance

The school purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Criterion A3: Vision and Purpose

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, and staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Criterion A4: Qualified Staff and Professional Development

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator, faculty, and staff written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Criterion A5: Resources

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are current.

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

CATEGORY B: CURRICULUM**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.

B1.1 Current Educational Research and Thinking: The school provides a rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals, academic standards, and college and career indicators.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide student goals/graduate profile, academic standards, and the college and career readiness indicators.

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Community Resources and Articulation: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Criterion B2: 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.

B2.1 Variety of Programs and Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration or pathways and preparation for postsecondary education, for all students.

B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all 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.

CATEGORY C: TEACHING AND LEARNING**Criterion C1: 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.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Criterion C2: 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.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**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.

Criterion D2: 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.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**Criterion E1: Family and Community Involvement**

The school leadership employs a wide range of culturally sensitive strategies and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process.

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Criterion E2: Culture and Environment

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning 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.

Criterion E3: Multi-tiered Personal, Social-emotional, and Academic Support

All students receive appropriate multi-tiered personal, social-emotional, and academic support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

E3.1 Multi-tiered Support: School leadership implements and evaluates the effectiveness of personalized, academic multi-tiered support and alternative instructional approaches to meet student needs

E3.2 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

E3.3 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.