

**VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**WEST CALIFORNIA ACADEMY OF ART AND  
DESIGN  
SEP**

**420 South Pine Street**

**San Gabriel, CA 91776**

**September 11-12, 2020**

**ACS WASC SEP Focus on Learning, 2016 Edition**

**Visiting Committee Members**

Brian Jensen, Chairperson  
Coordinator, ACS WASC

**Chapter I: Student/Community Profile**

West California Academy of Art and Design (WCAAD) is a K-12 Supplemental Educational Program (SEP) that focuses on Art and Design education and Portfolio Preparation for children and youth. The SEP’s main branch is located in San Gabriel, with three other learning centers in San Dimas, Yorba Linda and Rancho Cucamonga. The program serves approximately 500 students in the Los Angeles area. The program was established in 1996 and has supported student artists who have gone on to have successful careers in their chosen fields. Since the program’s inception they have had more than 5,000 students win top honors in a variety of competitions across the globe, and many students have also received congressional awards and honors. Their curriculum emphasizes specialized courses that build on core skills, and challenge students to creating distinctive, exceptional and meaningful artistic work.

Curriculum is comprised of a calibrated mix of rigorous courses designed to help students maximize their art education. The program also promotes a cross-culture dialogue through awareness of historical and cultural context, artistic perceptions and aesthetic valuing. The program focuses on educating students for successful student college entrance by portfolio preparation. Students are also provided information on potential careers in art and design. The program strengthens students’ interest in drawing and strengthens their skills in artistic expression. Students improve their drawing abilities, aesthetic temperament and creativity, as well as their intellectual performance in other subjects.

From July to July 2020 there were approximately 107 students enrolled. This number is slightly down from previous years, due mainly to the COVID-19 Pandemic. Prior to this, the program maintained steady enrollment of between 160 to 220 students. The program relies mainly on referrals which make up the majority of enrollment origin. The majority of students are female at approximately 58%. The predominant ethnicity of students is Asian at approximately 89%.

Enrollment by program or age indicates the majority of enrollment occurs in Children’s Beginner Art and Children’s creative art. These are also categorized by age ranges, but it’s important to note that student placement takes into account student artistic abilities assessed at the beginning of their enrollment.

2020 Courses Divided	Total Students
Children’s Beginner Art (age 3-7)	107
Children Creative Age (age 6-8)	147
Transitional Age 9-11	56
Advance Art Age 12-14	26
Portfolio/Digital	48

Student achievement is assessed on criteria based on age and skill level: introductory, creativity, practicing, transitional, general, advanced, and portfolio preparation. Additional evaluation criteria includes 1) creativity and innovating, 2) skill and technique, 3) visual literacy, 4) collaboration, 5) social responsibility, 6) critical thinking, 7) written and oral communication, 8) information literacy, and 9) measurable reasoning. The program addresses the academic needs of students’

servicing distinct needs, assessing individual academic growth, adapting the academic plan based on frequent and varied assessments, providing acceleration or intervention guiding each student toward success and advancement of skill levels. There is historical demonstration of student success and achievement through national, international, and local art competitions. For example, in 2017, 207 students won out of 227 who entered art contests. In 2018, 174 out of 280 became winners, and in 2019 443 students won out of 500 who entered. Some of the more significant contests won by students include the PTA National Art Contest, where students place 1st for two consecutive years. In 2017, and just announced, for 2020 students won 1<sup>st</sup> place in the National Doodle4Google Design Contest in California.

## **Chapter II: Progress Report**

Since the last visit, the program had continued to make sufficient progress in addressing those areas of growth from the last visit. They have developed a long-range plan that aligns curriculum, instruction, and assessment to ensure mastery of Art Contest Standards and to reach proficiency in all subgroups. This has helped them address their identified area of improving student achievement.

They have developed learning outcomes and implemented formalized measurable connections to student work. Content is aligned with California Content Standards with appropriate pacing guide frames. They have instituted mechanisms to collect and analyze formative and summative data to evaluate student achievement of outcomes and quality program review. Formative data is used to adjust instruction and to provide educators critical evidence that indicates students' skill level, concept mastery and progress toward their personal curricular goals. They have also begun to use summative and formative data to improve instructional practices. This also is used to inform annual planning processes including long-range operational and strategic planning.

The program has continued to expand community partners with shared visions. This has allowed them to find alternative thinking and inspirational programs to create outreach and expand their vision in surrounding communities. They used data assessment in course sub groups over the last three years to help identify students who may benefit from these connections.

## **Chapter III: Self-Study Process**

The Visiting Committee confirmed the self-study process and report with identified Critical Areas of Need included participation from stakeholder groups and was a collaborative effort between program leadership, staff, and also with input and feedback from students and parents in the program.

The self-study was completed by the Program Director and the process was supported by the staff who also reviewed the criteria, reflected on student academic progress to help identify priority growth areas. The process did ensure that staff participated in most aspects of the review and reflection process, and students and parents were able to provide input and feedback through meetings, surveys and other pathways. There are also regular feedback mechanisms throughout the school year.

Administrators provided information related to student outcomes and achievement data, and the general descriptions of the programs. Staff collaborated to address questions related to student and program needs. Additionally, the process also included feedback from students and parents through individual student and parent meetings as well as program wide parent meetings that occur at the beginning of the year.

## Chapter IV: Quality of the SEP's Program

### CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

#### A1. Purpose Criterion

The SEP has established a clear vision and mission that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted SEP learner outcomes that reflect defined global competencies for all students and form the basis of the educational program for every student.

The SEP has developed a clear mission and vision that support their purpose as an art education program supporting young artists and designers in their goals. It supports the philosophy that art and design students need to acquire technical and mechanical skills and reach aesthetic maturity at different phases. The Mission and purpose is supported by a set of learner outcomes that are integrated into the learning experience and curriculum.

#### Mission

West California Academy of Art and Design's mission is to serve society and its community by providing quality education that encourages active participation and lively discussion. Its facilitation and the acquisition of skills, knowledge, the development of critical thought processes and the synthesis of knowledge by students. The Academy recognizes the worth and dignity of all people and is sensitive to the diversity of its student body. All students are encouraged to reach their potential within the framework of their individual needs, interests and capabilities.

#### Learner Outcomes

- **Creativity & Innovating:** Students will be able to approach their work in imaginative ways characterized by degrees of experimentation, risk-taking, and open-minded thinking using imagination, creativity and memory, and be able to produce work that challenges norms.
- **Skill & Technique:** Students will be able to produce works of art or design that demonstrate comprehensive knowledge of their particular area of study or interest and to introduce, utilize and explore material for best project outcomes.
- **Visual Literacy:** Students will be able to analyze, interpret, contextualize, evaluate, and create visual materials in both physical conceptual and digital formats with well-articulated defending choices.
- **Collaboration:** Students will be able to constructively share ideas, work effectively in groups, and collectively create with others.
- **Social Responsibility:** Student's will be able to demonstrate an awareness of the social and environmental impacts of art and design, and evidence of producing researching creative, sustainable, and logical dialogue and/or solutions in their work. Further, to inspire positive change to their communities.
- **Critical Thinking:** Student's will be able to identify issues clearly, synthesize and contextualize relevant sources, and make connections across experiences and disciplinary perspectives to create well-reasoned and imaginative approaches to issues, problems, and challenges.
- **Written & Oral Communication:** Student's will be able to express ideas appropriate to their age level in a coherent, logical, and persuasive ways, both orally and in writing and alternative forms in their artists statements, presentation and critique responses and evaluations.

- **Information Literacy:** Student's learn to build on and evaluate responsibly use data from researched sources to accomplish a specific purpose and goal.
- **Measurable Reasoning:** Students will be able to analyze, interpret, and communicate measurable information in a variety of formats, and solve relevant quantitative problems using appropriate methods.

They have processes in place to communicate their mission and outcomes including curriculum, handbooks and the website. As part of their annual planning, they regularly review the outcomes to ensure they remain relevant. Parents and students are aware of them and can provide feedback and dialogue with staff and administration on their relevance to the program.

## **A2. Governance Criterion**

The SEP governing authority (a) adopts policies which are consistent with the SEP purpose and support the achievement of the SEP learner outcomes, (b) delegates implementation of these policies to the professional staff and (c) monitors results.

The program has defined policies that support the mission and purpose as well as student academic success in the program. There are policies and procedures regarding the selection, composition and specific duties of the governing authority which are defined. One of their responsibilities is to empower leadership regarding all administrative functions and procedures.

There are regular administrative meetings to review the program, its mission, curriculum and student academic performance, as well as teacher effectiveness. There are structures for internal communication, planning, and resolving differences. There are written policies and procedures to govern operations as well as grievances and complaints. These are published in handbooks including staff, teachers and parents. There are regular meetings, and both formal and informal communication, discussion and collaboration that occur in reviewing policies and procedures. Governance engages a variety of stakeholders, and other staff developments with monitoring implementations for clear vision, mission, and goals with revisions.

## **A3. Leadership Criterion**

The SEP leadership (1) makes decisions to facilitate actions that focus the energies of the SEP on student achievement of the SEP learner outcomes, (2) empowers the staff and (3) encourages commitment, participation and shared accountability for student learning.

There are processes in place to ensure that leadership and staff make decisions that focus on supporting the mission and student success in the program. Leadership and staff understand and have shared responsibility for creating an environment demonstrating a commitment to supporting the program's goals and mission statement. There is broad understanding of the mission statement. Faculty and staff are empowered to participate in decision-making and are provided support from leadership to ensure they have every opportunity to be successful in their positions.

There is mentoring, regular communication, and group faculty committees. Actions, responsibilities and accountability are shared. There is evidence of broad participation by staff and administration acknowledges commitment to continue building processes to have even better participation.

## **A4. Staff Criterion**

The SEP leadership and staff are qualified for their assigned responsibilities, are committed to the SEP's purpose and engage in ongoing professional development that promotes student learning.

The program has appropriate processes and requirements in place to ensure that all staff is qualified for their assigned responsibilities, that they are aware of the purpose and mission of the SEP.

Staff has appropriate educational backgrounds with a minimum of a BA or BFA or specializations, and higher level degrees. They also have multi-faceted career experience and are tasked with bringing evidence of research based curriculum and improvements of program lessons. Staff received training including shadowing and guides.

Teachers have access to support resources including sample curricula and work. There are professional development opportunities and trainings for teachers that are research-based. There are also supervision observation and evaluation processes in place for staff. They are offered approved trainings. There is a goal setting process for staff, mentoring, peer observation, reflection and discussions to help with professional growth and to support student needs.

#### **A5. Environment Criterion**

The SEP has a safe, healthy, nurturing environment that reflects the SEP's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

The program provides a caring, positive learning environment that fosters student success and to creatively explore, refine and strengthen their artistic abilities and impact. Learning paths are structured to allow students to work not only individually, but with group environments which helps foster a universal curricula for all student progress, evaluation of student substance and the central ingredient for learners to stay on track toward their learning objectives. They foster an environment that is inclusive, diverse and accepting of all viewpoints and artistic expressions. There is strong evidence of a focus on cultural awareness and on art having a productive and positive part in global dialogue.

They have policies prohibiting all forms of harassment and discrimination, including sexual harassment. It is for agents, students, guest, contractors, and employees. It prohibits unlawful harassment and discrimination in any form including verbal, physical, and visual. It also prohibits any type of retaliation for having reported harassment or discrimination. There are also behavior expectations for students that are clear and present in classrooms. These are supported by all stakeholders and there is a shared commitment to ensuring a safe, inclusive and positive learning environment that is open to all expressions and points of view.

#### **A6. Improvement Process Criterion**

The SEP leadership facilitates improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has SEP community support and involvement, (c) effectively guides the work of the SEP, and (d) provides for accountability through monitoring of the SEP action plan.

Administration and staff work collaboratively to facilitate center improvements and decision-making. There is an annual and strategic plan that is developed with input from stakeholders, and it also includes data analysis review of student achievement to help inform decision making and priorities. They have committees and other small groups of stakeholders that are separated according to: children's: Beginning, Creative, Transitional and Portfolio prep level with concentrated investment of responsible parties and group needs. For this process they also engage students and parents at open house event to speak on education and current affairs. They use surveys as well and new insights are shared to foster discussion and reflection as part of this process.

They also review professional program goals to trigger strategic planning with their community. The Faculty Development Report ensures that instructors maintain professional moral in careers, activities, continuing education and research among the many required obligation. This allows

them to evaluate activities that may enhance other instructors to bring that experience into the classroom. The faculty development reports are taken to account as part of the review and planning process.

**Areas of Strength for Organization for Student Learning:**

There is a strong mission and purpose that is reflected throughout the organization

- There is consistent alignment and pacing of alternative curriculum to enable student mastery of State Content Standards
- They have increased support for parent educators in non-classroom based instruction to ensure consistent rigor and standards mastery for students receiving instruction.
- All students have access to a rigorous and alternative-adopted academic curriculum in the subgroups areas that align with the recommended curriculum.
- Support for non-classroom based instruction includes a teacher resource guide which details pacing, California Standards, and online support.
- Supervising Teachers provide content coaching and monitor pacing for new hires.
- Students have access to a variety of curricular choices, including hybrid classroom and independent models of instructional delivery with rigorous expectations set.
- Project-based learning is often employed to apply knowledge across disciplines to real- world, meaningful settings

**Key Issues for Organization for Student Learning:**

- A need to promote more diverse students based on demographic results.
- Data also indicated areas of improvement on how to make students/parents see benefits of enrollment to grow enrollment
- Visibility can be better in targeted demographics through marketing strategies.
- Though governance has clear policies and procedures, there still seems to be a lack of understanding of the leadership roles and responsibilities by some of the school community.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

Self-Study Report, Student/Parent Interviews, Procedures and Policies, Administration Interviews, Planning Documents, Marketing Materials, Student Performance Data

**CATEGORY B. CURRICULUM, INSTRUCTION, AND ASSESSMENT**

**B1. What Students Learn Criterion**

The SEP provides a challenging, coherent and relevant international curriculum for each student that fulfills the SEP’s purpose and results in student achievement of the SEP learner outcomes through successful completion of any course of study offered.

The SEP offers a challenging and relevant curriculum for students that supports the purpose of the SEP and is student focused. The curriculum is set up for year-round options course combination: for 12 classes (roughly 3 months) 24 (6 months) and 48 sessions (a whole year) modules. It is rigorous and provides students opportunities to apply knowledge and artistic skills across disciplines. It allows students to construct new knowledge and apply that knowledge and skills in meaning, real-

world settings through a transdisciplinary art program. Students work with staff to develop a personal learning plan to prepare them for achieving their academic, personal, and career goals.

Students are able to meet the requirements of college admissions through completion of the Portfolio and Supplemental program and their grade levels. Increasing numbers of students enroll in academic courses that prepare them for college eligibility. They have also recently developed more hybrid options, combinations of classroom instruction and staff.

Their curriculum framework includes seven curriculum standards to guide educators and provide students with rich visual art experiences in investigating, making art, and critiquing their own works and others. Exploration of applied media, techniques and processes are reinforced. Students work with selected & apply a range of subject matter, symbols and ideas. Curriculum has students make connections among the visual arts, other disciplines and daily life. Curriculum is designed move through stages on skill, age and level.

## **B2. How Students Learn Criterion**

The professional staff (a) uses research based knowledge about teaching and learning, and (b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the SEP's purpose and SEP learner outcomes.

Teachers use research based knowledge and design learning experiences that engage students. Through curriculum and instruction students are able to approach their work in imaginative ways characterized by degree of experimentation, risk-taking, and to use their imagination, creativity and memory. Teachers use a variety of teaching methods according to the phases of students' psychological development. Students not only improve their drawing abilities, aesthetic temperament and creativity, they also strengthen their intellectual performance in other subjects. Instructors use variety presentational information. There are daily demos as part the day to day instruction. Other strategies include past sample work, professional guest speakers, outdoor activities, text, art history and application. The curriculum allows them to explore materiality for better project outcomes.

Students are able to build a strong set of artistic skills and techniques. They produce art design that demonstrates comprehensive knowledge of their particular area of study or interest. They also develop visual literacy in developing skills such as analyzing, interpreting, contextualizing, evaluating, and creating visual art. This includes physical, conceptual and digital formats. They also have an emphasis on social and environmental awareness and issues and participate in these dialogues through art.

## **B3. How Assessment Is Used Criterion**

Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student's progress toward SEP learner outcomes, (b) regular evaluation and improvement of curriculum and instruction, and (c) allocation of resources.

The main process for assessing student performance is portfolio based. Teachers do not test students, but rather, they collect cumulative portfolios for each student monitoring amount, quality, and documented skills growth. This is also used by other instructors working with students as well. Student performance is assessed by the quality of work and number of projects achieved by students in a given time frame. Portfolios are created, collected, and shared for discussion and sample paths towards success with correlated curriculum. The program uses a Rubric of "Pass" or "No Pass," based on learner outcome and criteria. The grading criteria align to the standards of the school. There is a rubric breakdown of 5 categories from inadequate, through satisfactory to proficient and

mastery. This rubric also aligns with the learner outcomes establish in curriculum framework.

Student progress is tracked daily, weekly, monthly and yearly to ensure students reach their program goals. This process also evaluates student work to ensure they are acquiring the fundamentals, skills methods, vocabulary, creative, theory, critical discourse appreciation and association, application, reflections and retention of knowledge.

They also use a variety of assessment tools to collect data concerning student performance and achievement. This includes formative and assessment data, and diagnostic portfolio progress. The data is collected and reviewed by staff and administration and then shared with the entire faculty to monitor student performance for professional development and instruction. This data is used to inform a variety of decisions including instruction, professional development, resource allocation and to target program-wide priorities as part of their planning processes.

**Areas of Strength for Curriculum, Instruction, and Assessment:**

- Every student has equal learning opportunity
- There is a high level of collaboration with all stakeholders
- High expectations for all stakeholders are clear and there is broad awareness of these
- There is a continuous improvement process that is evidence driven
- Curriculum is engaging and relevant to the mission and purpose
- There is an appropriate means to assess student mastery
- There is strong evidence of student success in the program and after in their professional and educational goals.

**Key Issues for Curriculum, Instruction, and Assessment:**

- Continue to review and refine curriculum based on their “New evolving Framework
- Refine communication for implementation in the newest branches can be improved
- Performance Expectations and Indicators should be modified and published for age and subgroups

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

Self-Study Report, Student/Parent Interviews, Procedures and Policies, Curriculum Review, Review of student work, Instructional observations, Administration Interviews, Planning Documents

## **C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **C1. Student Connectedness Criterion**

Students are connected to a system of support services, activities and opportunities at the SEP and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the SEP learner outcomes.

Administration and staff have mechanisms in place to connect students to support services and activities through the SEP that help support their achievement of learner outcomes of the program. There is a College advisory and counseling service at the SEP to advise advancing students with suggested higher learning paths to ensure a concrete plan for postsecondary institutions. They provide essay review and assistance with earned recommendation letters. College representatives, alumni and professionals support students with educational workshops.

Through their community partners, students also have recommendations and access to services such as outside tutoring, personal counselors, community support, groups, social media groups and other educational alternatives. For younger students who may apply to local art high schools are also provided support with clear expectations-centric objectives and paths and assigned instructors work to support their needs for educational advancement by creating a distinct and specific portfolio with interview assistance and training.

Through their community connections students have access to community resources that support their physical, emotional, and social wellbeing and academic achievement. The SEP also holds regional open houses recognizing students with presenting past ceremonies, publishes achievement data, and celebrating academic success.

Students receiving Special Education services are assessed to help determine current academic level placement, with progress toward individual goals, and continued eligibility for services. Special Education teachers provide ongoing assessments for improvement and assist with the appropriate modifications for modify instruction based on the needs of the student and progress.

### **C2. Parent/Community Involvement Criterion**

The SEP leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the SEP's established support system for students as applicable.

The SEP leadership uses a wide range of strategies to ensure that parental and community involvement in the program and in supporting students. Parents receive regular notification on instructional objectives and parental involvement opportunities. There is a Parent/Teacher Handbook. There are required assessment questionnaires and portfolio progress review appointments with students/parents to communicate student achievements and improvements. Parents meet with advisory staff to review progress reports, and there are parent surveys to gather additional feedback for annual planning.

They have a system in place to involve parent and community member in problem solving and active decision making. They often have impromptu and scheduled meetings with staff and parents for open dialogue with staff and to share ideas. College Advisors/Education Coordinator administers assigned instructors to meet with parent in special cases to discuss specific issues. They regularly inform parents and the community in policy changes and procedures as well as upcoming events. Information for Chinese-speaking parents are translated and distributed.

Students are encouraged to participate in external events and competitions. The SEP offers career guidance with visits by professionals and lectures from college advisors and guest artists and designers and field trips to museums are scheduled throughout the year. They often have guest artists, visitors and representatives to speak to the program community. They use a variety of social media outlets for promoting events and creating new channels and educational platforms.

**Areas of Strength for Support for Student Personal and Academic Growth:**

- Students success in all areas and acclimates are the result of active participation that staff aids in a variety of ways.
- Recognitions from staff, council members and congressional awards and community have been a stronghold in the program.
- Student perception is strengthened and support services are evident for a valuable educational experience.
- Life-long skills are gained and maintained.

**Key Issues for Support for Student Personal and Academic Growth:**

- Areas of better promotion of understanding of purpose in art and design careers for parents can be improved.
- Continue to address a perception and lack of specialist in students' lives that art creates a stigma for a misconception of what art can do and be.
- Strategies for growth development and adequate support will be a constant bridge for the community.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

Self-Study Report, Student/Parent Interviews, Procedures and Policies, Curriculum Review, Administration Interviews, Class Observations, Planning Documents

## **D. RESOURCE MANAGEMENT AND DEVELOPMENT**

### **D1. Resources Criterion**

The resources available to the SEP are sufficient to sustain the SEP program and are effectively used to carry out the SEP's purpose and student achievement of the SEP learner outcomes.

There are sufficient resources available to sustain the program and they are allocated appropriately to support students' academic growth and achievement of the program's learning outcomes. There is an annual budget that is prepared by leadership and approved by the governing authority. The program is sustained with the majority of revenues from tuition and they are financially stable. General funds are allocated at the end of the year to plan for future needs of the program and their centers. The governing authority, staff and leadership collaborate together to review student performance and operational aspects of the program and make resource allocation decisions based on data and student identified needs.

The program uses ethical and appropriate accounting principles in their financial management. There are sufficient monitoring and internal controls. They complete external audits and required reporting as a non-profit organization. There are protocols in place to manage financial transactions, contracts and payroll.

Their facilities and resources are appropriate for the mission and purpose and support student learning. There is sufficient technology and teaching and learning resources for students. They have a plan to continue installing additional technology into their classrooms over the next three years.

### **D2. Resource Planning Criterion**

The governing authority and the SEP leadership execute responsible resource planning for the future.

The SEP makes decisions on program and planning that is data driven and based on the needs of their students. Their planning process considers resource allocation that is targeted as part of the budget planning process. They use current educational research in their planning process. There are regular meetings for staff to review the program's performance metrics and provide input into future planning and resource allocation. These staff meetings provide opportunity for stakeholders to provide input on future planning and resource allocation. There is a culture of shared ownership and responsibility in decision-making with transparency in conversations and dialogue.

There are annual and strategic planning processes that are data driven. From this process, staff and leadership collectively develop annual program goals and priorities. This process also ensures they are aligned with the program's mission and purpose and are driven by supporting student success.

#### **Areas of Strength for Resource Management and Development:**

- Resources and management has been responsive and effective in addressing student learner needs
- There are written employee policy and procedures that are reviewed and reflected upon regularly.
- There are sound fiscal practices/procedures in place and the program is sustainable
- They have been effective in mitigating the COVID-19 situation to maintain sustainability

- There is a well-functioning Governing Board that understands their role and responsibilities
- There are scheduled internal monitoring reports
- There is evidence of collaboration building by developing and Professional Learning Communities

**Key Issues for Resource Management and Development:**

- Continue to increase resources for students
- Improve communication for understanding of existing resources
- Support staff need more targeted staff development especially in the various learning centers

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

Self-Study Report, Student/Parent Interviews, Procedures and Policies, Curriculum Review, financial and budget documents, Annual plan, Strategic Plan,

## **Part B: Strengths and Critical Areas for Follow-up**

### **Areas of Strength**

- They maintain a well-qualified staff that support the center's purpose and student outcomes
- They have implemented and continue to refine a new curriculum framework that is research based and aligned with their mission and purpose
- They provide a rigorous and engaging curriculum that is standards aligned, with a proven record of positive impact on students in their future educational and professional pathways
- They have developed a strong mission and purpose and decision-making is aligned to these and the learner outcomes
- There is a high level of shared accountability and responsibility in decision-making and broad stakeholder support for the program
- They have appropriate planning processes in place that are data driven and focused on continuous improvement
- They regularly review and refine their curriculum in response to student needs and industry and art standards

### **Critical Areas for Follow-Up**

The Visiting Committee discussed the identified Critical Areas for Follow-up as a result of the Self-Study with administration and staff, and concurs on the following areas for growth:

Administration and Staff should:

- Continue to focus resources on their infrastructure, including upgrading facilities based on their increased student enrollment to ensure students and the centers continue to have appropriate levels of support and resources. This can also include their technology integration plan at the centers.
- Continue to focus on marketing and outreach to expand their trial enrollment numbers and to increase retention of incoming potential students
- Continue to refine and expand a system of research and implementation of research targeted areas based on market and standards as well as areas identified through the self-study process.

## **Chapter V: Ongoing Improvement**

The Visiting Committee confirms that the program has the capacity and processes in place to continue focusing on continuous improvement that supports the purpose and learner outcomes. There is broad stakeholder commitment and participation in a shared-decision making model. The Program's Action Plan is appropriately targeted and reflects the priorities identified by stakeholders as a result of the self-study process.

The Visiting Committee confirms that the goals are appropriately aligned to the identified critical areas for follow-up that were identified as a result of the self-study process. They are realistic and attainable and there are methods in place to track progress and toward each.

The Visiting Committee confirms that staff, administration, and all stakeholders are committed to continuous improvement, reflective inquiry on achievement of the learner outcomes and on student growth. Staff is committed to continuing to use this data to further strengthen a culture consistently focused on academic success and socio-emotional well-being of each student. The Visiting Committee is confident the SEP will continue to engage in continuous improvement in alignment with the tenants of the WASC process.