

### **E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth**

#### **1. Family and Community Involvement**

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

#### **2. School 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.

#### **3. 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.

## **WASC/CDE Terminology**

*To ensure common understanding of the language used in the criteria and the WASC/CDE Focus on Learning Continuous Improvement Guide, the following explanations are provided for clarity and context.*

### **Accreditation**

A process of quality assurance or continuous school improvement that examines all aspects of the school program and operations in relation to the impact on high-quality student learning. A school conducts a self-study that serves as the basis for review by a visiting committee of professional educators who assist in assessing and providing reflections on the effectiveness of the school's program and operations and their impact on student learning. Using the results of the visit the school further refines and implements, monitors and modifies as needed its action plan/SPSA in this continuous cycle of school improvement.